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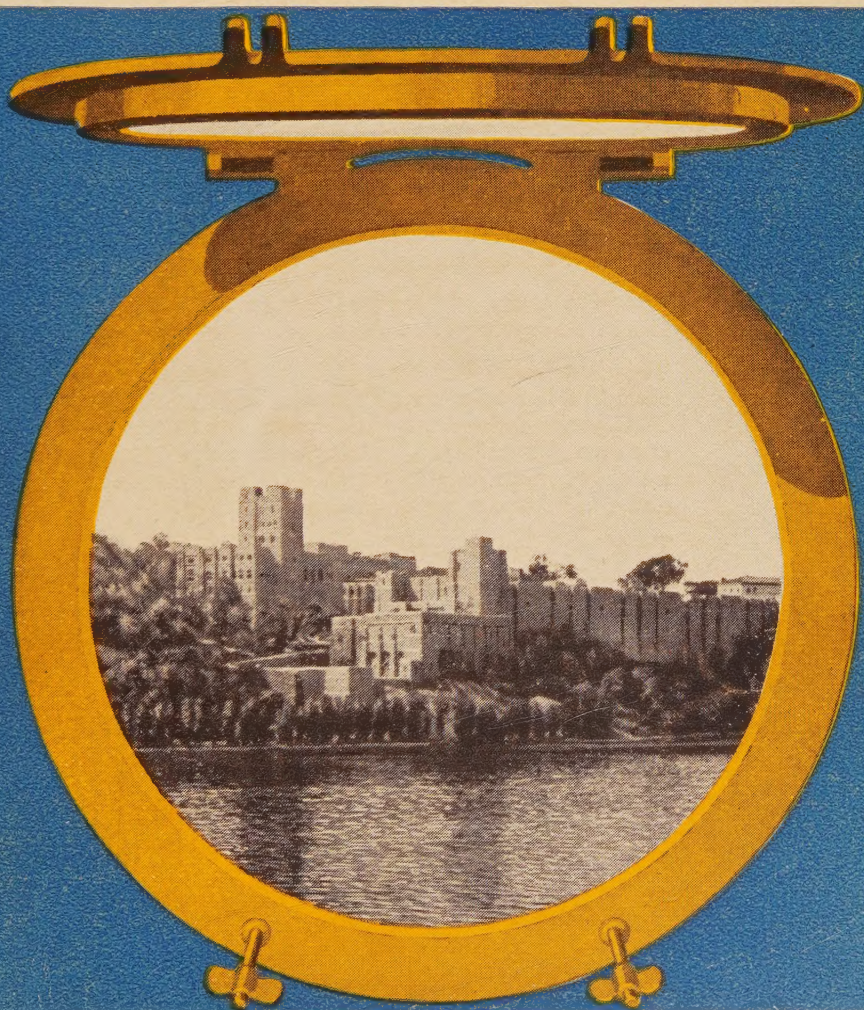
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The

MENTOR

SEPTEMBER 1924



THE STORY OF WEST POINT AND ANNAPOLIS
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HISTORY

LITERATURE



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alive!*

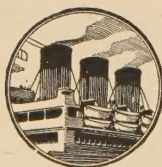


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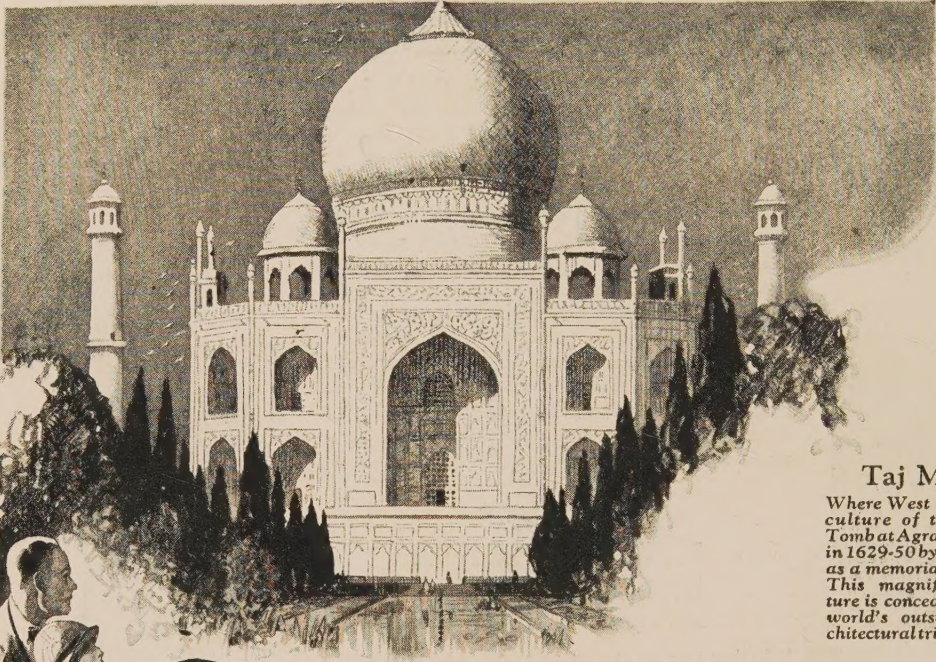
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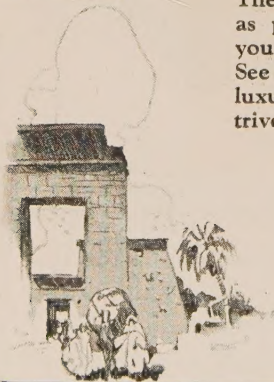
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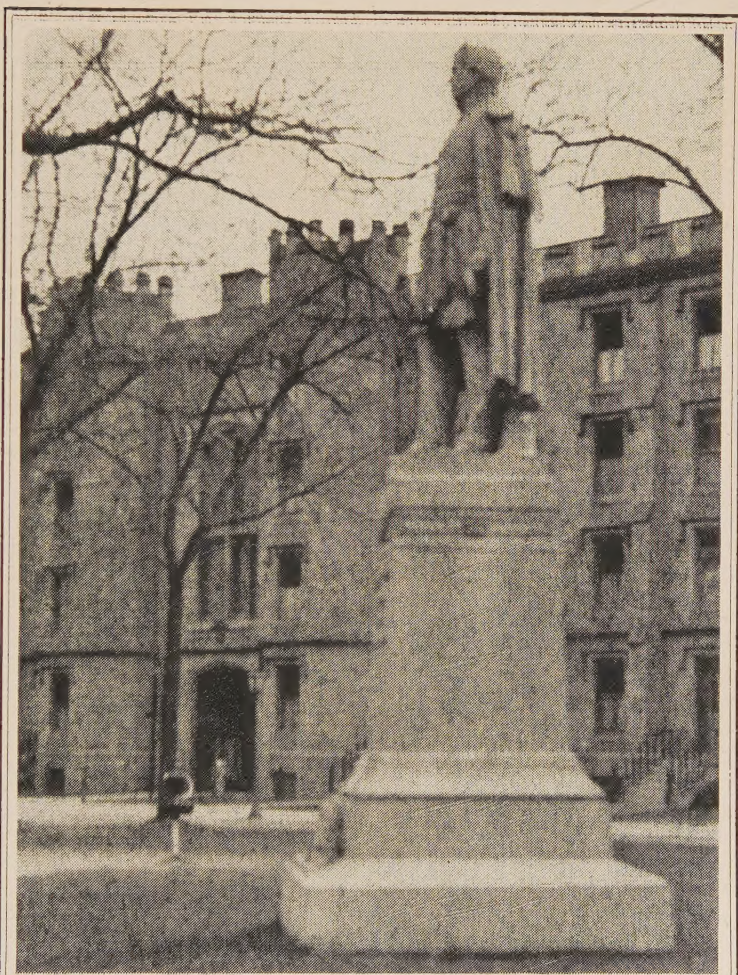


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WEST POINT AND ANNAPOLIS

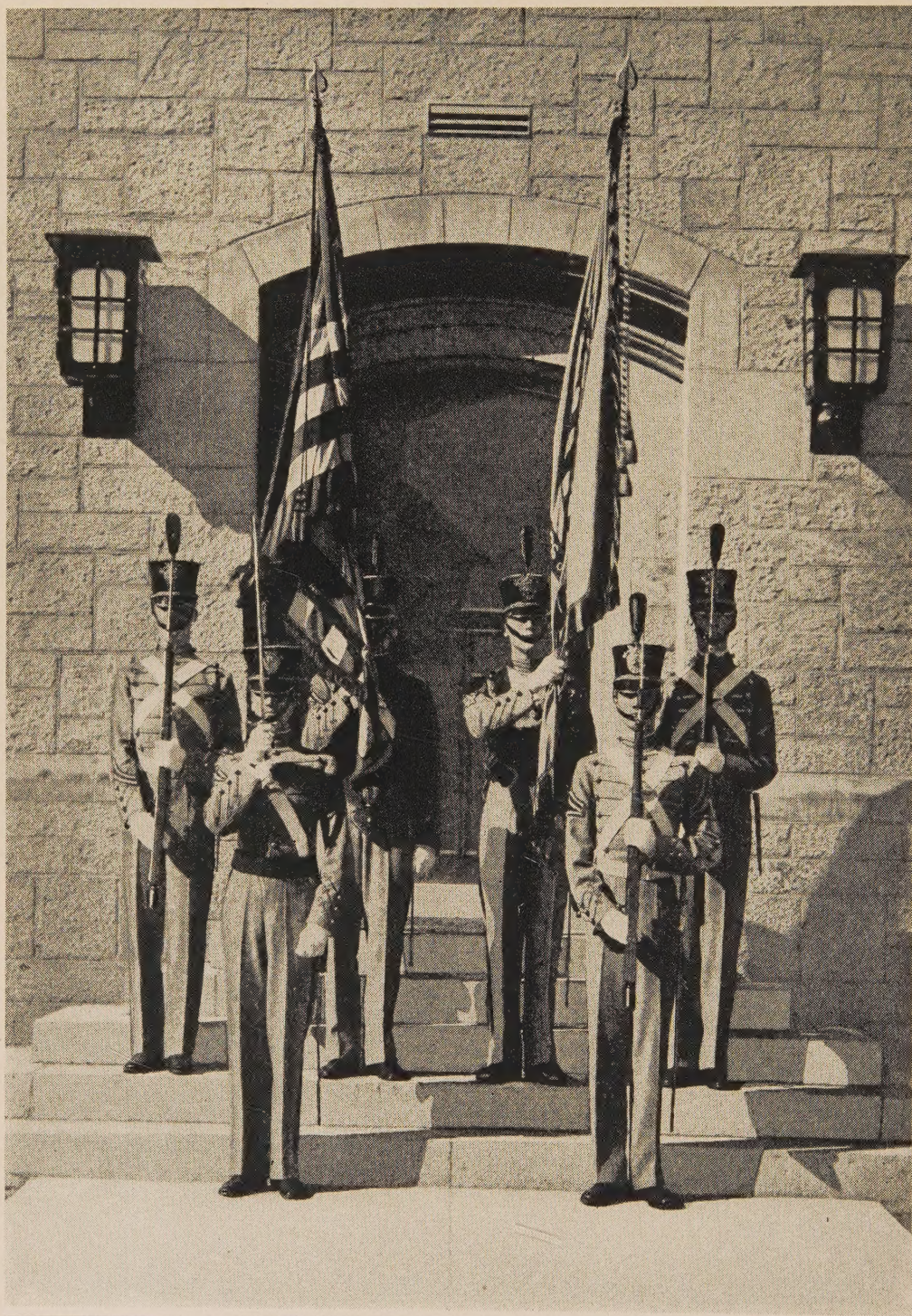
THE U. S. MILITARY AND NAVAL ACADEMIES

THEIR HISTORY AND TRADITIONS—THE TRAINING
OF A CADET, THE MAKING OF A MIDSHIPMAN



THE FATHER OF THE MILITARY ACADEMY

Colonel Sylvanus Thayer, superintendent of the United States Military Academy from 1817 to 1833. He is largely responsible for West Point as it is to-day



THE ✚ ✚
COLOR GUARD

The colors—the national flag and the flag of the Corps of Cadets—are kept in the office of the commandant of cadets. They are only removed from there when the corps is to parade in regiment formation, and then only by the color guard



THE MENTOR

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HE STORY OF WEST POINT

By

LT. COL. F. H. HICKS
CLASS OF 1911, U. S. M. A.



THE SEAL OF
THE U. S. MILITARY ACADEMY

West Point is a place where one goes and stays a while and then goes away. Officers, cadets, tourists, excursionists, and other visitors—all are transient.

Visitors are omnipresent; get off boats and trains; gaze at the gray medieval structures that step up from the Hudson on a background of wooded hills; unlimber cameras; assure their little ones the "soldiers won't shoot;" see the view up the Highlands; wander to the heights of Fort Putnam, a Revolutionary ruin; and—watch the cadets at work and play.

Officers, as well as cadets, like visitors: they relieve the day's routine. And the visiting population has had much to do with making West Point the interesting place that it is.

No military was present to welcome the first tourist, Henry Hudson—only the Esopus Indians. In time they sold their lands—for beads, supposedly—and moved away. Then came colonists, with grants from the British Crown. Troops, bound to and from the French and Indian wars, sailed by for a hundred years.

At the outbreak of the Revolution the Colony of New York began fortifying the West Point vicinity. Unfortunately, no West Pointers were then available; so a civilian had to direct this highly technical work. A year later a veteran of European wars, sent by Washington to inspect Fort Constitution, on Constitution Island, reports it "made of square timber, covered with plank, and looks very neat; also a log house or tower on the highest cliff, near the water, mounted with eight cannon (four-pounders) pointed out of the garret windows, and looks very picturesque." Further returns of the garrison show that rifles were lacking, and that one company commander, perhaps a bit panicky at all this unpreparedness, put in a requisition for a full supply of tomahawks.

Next year the British came on their first excursion to West Point, capturing and destroying the forts thereabouts. Here is a wail from a non-

THE STORY OF WEST POINT

combatant, who was farming at West Point then: "I suffered greatly last Fall by having almost all my Stock taken from me by ye Sailors belonging to ye enemy, and this affair will, I fear, entirely ruin me." One of the earliest sufferers from depredation in the Revolutionary War.

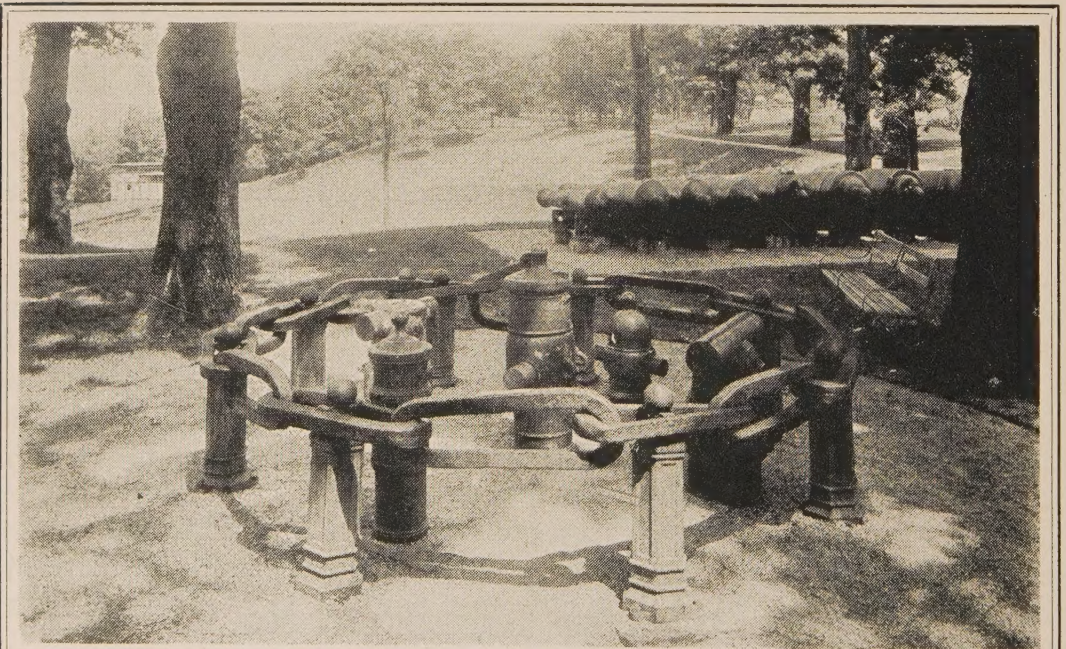
After the withdrawal of the British the Continental troops turned to the Highlands and began the building of the forts and redoubts, the ruins of which are now to be seen on the West Point reservation.

A Continental officer gives this first description of West Point: "Coming in to the small plain surrounded by high mountains, we found it covered with a growth of yellow pines ten or fifteen feet high; no house or improvement on it; the snow waist high."

In the spring a great chain (sixteen links of which are still preserved on Trophy Point at West Point) was stretched across the Hudson. A man who saw the chain has left a description of it: "This chain was as long as the width of the river between West Point and Constitution Island" (about five hundred yards), "where it was fixed to great blocks on each side, and under the fire of batteries on both sides of the water.

"The links of this chain were somewhere about twelve inches wide and eighteen inches long; the iron about two inches square. This heavy chain was buoyed up by very large logs, of perhaps sixteen or more feet long, a little pointed at the ends, to lessen their opposition to the force of the water on flood and ebb.

"The logs were placed at short distances from each other, the chain



A HISTORIC
CHAIN ❖

Sixteen links from the great chain that was stretched across the Hudson at West Point during the Revolutionary War. The scene is on Trophy Point, overlooking the Hudson

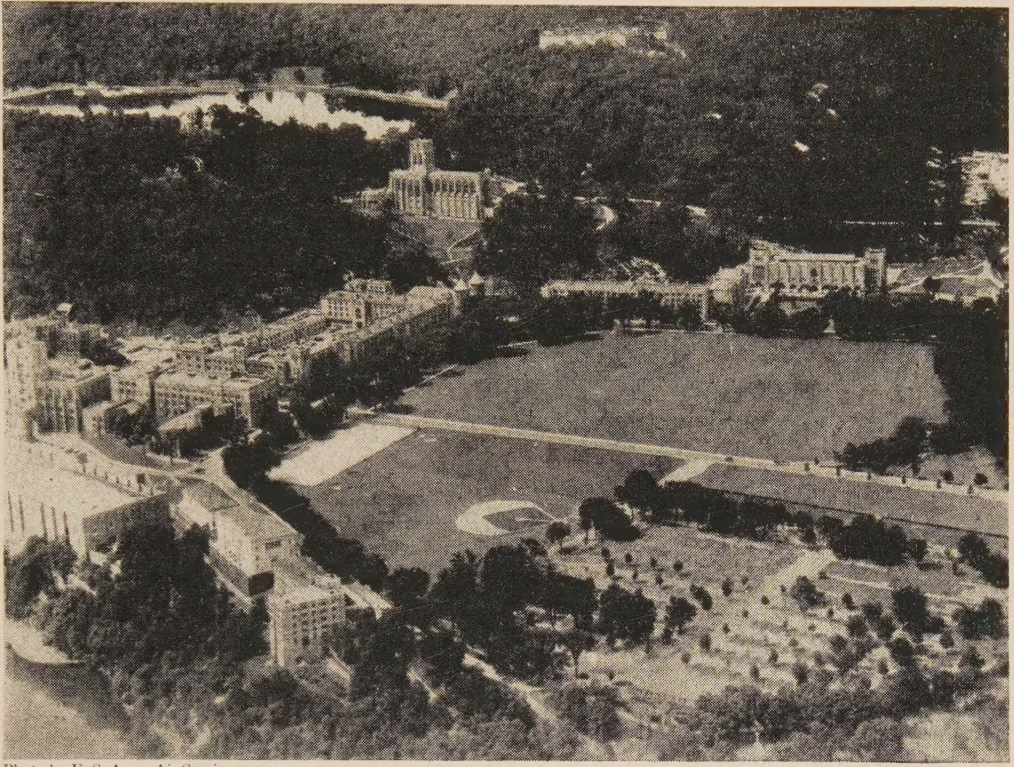


Photo by U. S. Army Air Service

WEST POINT FROM AN AÉROPLANE

In the foreground, to the right of the buildings around the plain, is the site of summer camp. The Cadet Chapel is just below the reservoir, an artificial lake. High up on the hillside are the ruins of Fort Putnam, a Revolutionary stronghold

carried over them, and made fast to each by staples, to prevent their shifting; and there were a number of anchors dropped at distances with cables made fast to the chain, to give it greater stability.”

Long before the end of the Revolution the fortress of West Point had become impregnable to any force the British could assemble in America. It was the citadel of the Continental Army. Here came all the noted men of Revolutionary times. For nine months Washington had his headquarters at West Point. To this base, where were stored all surplus military supplies, came troops who had fought at Bunker Hill, at Brooklyn Heights, and against General Burgoyne, to camp beside veterans of Trenton, of Brandywine, and of the battles in the Southern colonies. Soldiers from the West Point garrison marched with Anthony Wayne against Stony Point, with Washington to trap Lord Cornwallis at Yorktown, and, finally, to take over New York from the evacuating British. Moreover, it was about West Point that the most dramatic episode of the Revolution was enacted—the treason plot of Benedict Arnold.

Since the early days of the Revolutionary War there had been attempts to establish a military academy at West Point. Congress had first provided

THE STORY OF WEST POINT

for "A Military Academy at the Army." Later a Corps of Invalids, officered by veterans unfit for active service, was organized "to serve as a military school for young gentlemen previous to their being appointed to marching regiments." In the spring after the Valley Forge winter, part of this corps was at West Point, where, in the following year, by order of Washington, an Engineer School was established, housed in three buildings.

Not long before the cessation of hostilities with England we read of the first West Point hop. "His Excellency General Washington was unusually cheerful. He attended the ball in the evening, and with a dignified and graceful air, having Mrs. Knox for his partner, carried down a dance of twenty couple in the arbor on the green grass." Soon afterward, General Knox was appointed to the coveted command of West Point. It was ever thus in the army.

During Washington's second term as President a Corps of Artillerists and Engineers was organized, with two cadets to a company, thus creating the grade of "cadet" in the American Army. A school for this corps was established at West Point, but the destruction of its buildings by fire, after two years of existence, caused its suspension. Five years later this school was again opened with four army officers and one civilian as instructors.

The year following, an act of Congress authorized the President to organize and establish a Corps of Engineers to consist of five officers and ten cadets, and provided that it should be stationed at West Point, in the State of New York, and should constitute a Military Academy.

On March 16, 1802, the day celebrated by West Point as its birthday, the above academy, with ten cadets present, was formally opened.

Almost at once the age-old warfare waged between cadets and the mathematics department began. Joseph Gardner Swift, the first graduate of the academy, started it. Soon after arriving at West Point, Cadet Swift had words with the professor of mathematics, finally chasing him to the



RIFLE
RANGE

Every graduate of West Point must know how to shoot—and how to teach soldiers to shoot. Cadets receive thorough instruction in rifle practice



**MESS
HALL**

Good and plentiful food at West Point is a commonplace. Usually all four classes are represented at each table. The plebes sit at the foot of the table and are the meat-carvers, milk-pourers, and the like. On the walls of the Mess Hall are the portraits of all former superintendents

second story of the academic building, where the professor locked himself safely in. The Secretary of War heard of this affair, whereupon he wrote several letters to the cadet, demanding an apology be made to the professor. This the cadet refused to do, and the secretary wrote again, reiterating his demand for an apology, regretting the tone of the cadet's letters, and concluding that if the cadet insisted upon his position the secretary would refuse to carry the correspondence further. Not since has a cadet won such a decided victory over the department of mathematics.

A few years before the War of 1812 the academy was deprived of nearly all means of instruction, and officers and cadets had difficulty in obtaining their pay. There was no graduate in 1810—the only gap in the line of classes. In the spring of the year the War of 1812 started not a single instructor was at West Point—a state peculiarly appealing to cadets, but never again realized; for, shortly before war broke out, the academy was reorganized by act of Congress. This act provided the general principles upon which it has since been conducted; an adequate number of professors was authorized; a maximum limit of two hundred and fifty cadets was fixed; and the age and mental requisites for admission were prescribed. Up to this time eighty-eight cadets had been graduated; they had entered without mental or physical examination, at all ages from twelve to thirty-four, and at any time of the year.

In the War of 1812—the first war in which West Pointers participated—there were sixty-four graduates of the academy, all of junior rank. Of the young graduates who had field service one sixth were killed in action, one



IN THE
LIBRARY

Even soldiers must heed the written word at times. In the library at West Point are all the technical books on warfare that count. The picture shows a corner of the law section

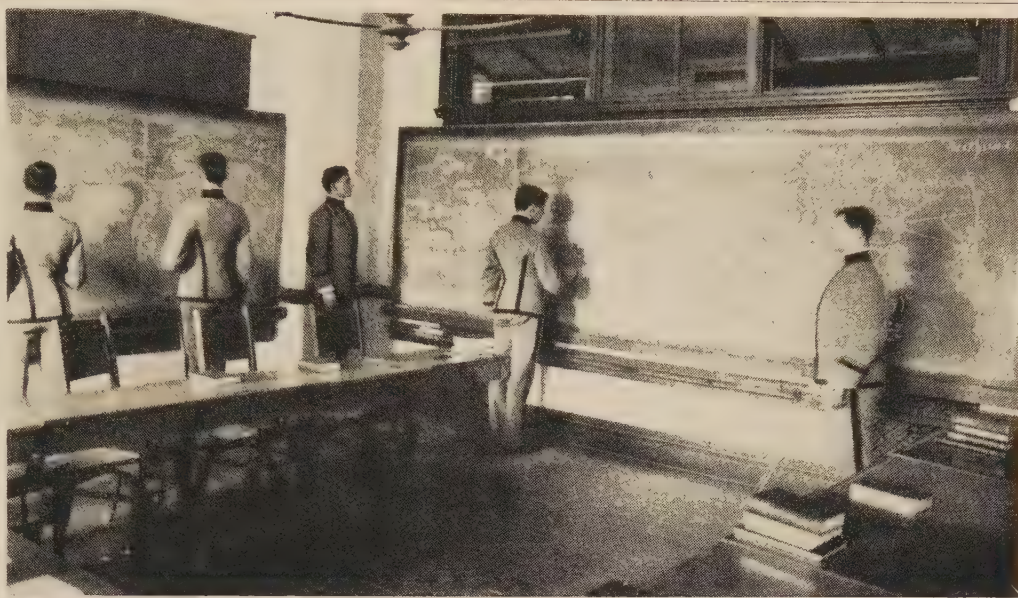
fourth were killed or wounded, and one fifth of the survivors received one or more distinguished brevets.

Two years after peace the uniform of the cadets, previously blue, was changed to gray (in honor of General Winfield Scott, whose regiment, clothed in gray, had distinguished itself in battle) and has since, with slight alterations, remained the same. About this time a cadet was marched up and down the plain with a badge on his back as punishment; cadets were obliged to sit on artillery caissons and study; there were two married cadets in the academy, as, also, a cadet with one arm.

With the advent as superintendent, in 1817, of Colonel Sylvanus Thayer, who is known as the "Father of the Military Academy" (himself a graduate, class of 1808), the academy began to take its present form. He had been to Europe to study, and had received five thousand dollars from the War Department to purchase books, maps, and the like. There is a statue of him on the West Point grounds.

Cadets at the time of his arrival were lodged in the "Long Barracks," a Revolutionary structure, which occupied the site of the present West Point Hotel; their classes were held in a wooden building called the "academy" that stood on the ground now covered by the superintendent's quarters; they boarded wherever they might, and took things easy much of the time.

Under Colonel Thayer the academy was organized about as at present. Four classes; small sections for recitation; relative weight of subjects; a mark for each recitation by a cadet; weekly transfers between sections; annual and class standing of the cadet determined from his marks; demerits; a graded



AN ❁
ORDEAL

A recitation by cadets in mathematics. The cadet with the pointer is more fortunate than his fellows—he is in the heat of actual recitation; the rest are passively, imaginatively, wondering what is to come

series of punishments; an opportunity to submit an explanation in writing before the imposition of punishment—all these were innovations of Colonel Thayer's time. He organized the Corps of Cadets as a battalion of infantry, with officers selected from the cadets. He introduced a commandant of cadets, tactical officers, an officer in charge, cadet officers of the day and guard, a board of visitors appointed by Congress, and summer camp. The Regulations of the United States Military Academy of 1815 were written on a single sheet of paper (now in the library at West Point); under Colonel Thayer they took a form very much like those of the present day. For sixteen years he directed the academy. When he left it had taken shape.

At this time whenever cadets could report a culinary imperfection in the Mess Hall an immediate betterment in their food resulted.

Cadets wore dress coats to recitations.

The custom of allowing liquors at dinner on July Fourth was abolished.

The patron saint of West Point, Benny Havens, now made his appearance. He was an ex-soldier, who was allowed, for a time, to conduct a sutler's store on the reservation. But when it was discovered that he was rather careless about the liquids dispensed to cadets he was ejected. Then he put up a shack on the cliffs of the Hudson just off the reservation. To this refuge, for many years, cadets, weary with the grind of drills and classes, in violation of regulations, and at unseemly hours of the night, were wont to repair, imbibe, and sing. Here was composed the Alma Mater song of West Point, "Benny Havens, Oh!" which is sung by cadets on solemn occasions, such as the loss of a Navy game.



THE CADET CHOIR ❖ ❖
AT COLUMBIA UNIVERSITY

An annual visit is made by the cadet choir of West Point to Columbia University. Not only do they sing at Sunday service in Columbia's chapel, but they provide an exhibition drill on the campus

During the superintendency of Colonel Thayer, Edgar Allan Poe entered West Point. He spent eight troublous months there. Very little is known of his cadet days. After taps he was quite prone to slip away from barracks and "run it out" to Benny Havens' tavern. He was court-martialed for absence from roll calls and parades and disobedience of orders, and dismissed March 6, 1831. He was not fitted, temperamentally, for a military career.

While Brevet Colonel Robert E. Lee, whose portrait is in the Mess Hall at West Point, was superintendent there entered the academy a cadet named James Abbott McNeill Whistler, aged sixteen years eleven months. Whistler remained three years at West Point. He stood at the head of his class in drawing. Naturally, the professor of drawing, Robert W. Weir, an artist himself, had a high regard for him. Sketches of cadet life by Whistler are preserved at West Point. But excellence in drawing did not prevent him from being discharged for deficiency in chemistry. In after years, when a great artist, in referring to his failure in chemistry, Whistler said: "Had silicon been a gas, I would have been a major general."

Up to the time of the Civil War no graduate of West Point had been appointed to the rank of general officer. At the end of the war the star of a general's rank had been held by more than three hundred and fifty graduates. All the chief commands on both sides were held by graduates—Grant, Lee, Sherman, Jackson, Sheridan, Early—as, also, the Presidency of the Confederate States. Four fifths of all graduates remained faithful to the Federal government. One half of those graduates from the South fought in the Federal ranks.

Many years of Indian warfare followed, with West Pointers and their families marooned in the West.

THE STORY OF WEST POINT

West Point held a centennial in the first term of President Roosevelt. In his address he made some remarks about West Point which all cadets like to hold in memory. He said: "This institution has completed its first hundred years of life. During that century no other educational institution in the land has contributed as many names as West Point to the honor roll of the nation's greatest citizens. . . . And more than that, not merely has West Point contributed a greater number of the men who stand highest on the nation's honor roll, but, I think, beyond question, that, taken as a whole, the average graduate of West Point during this hundred years has given a greater sum of service to the country through his life than has the average graduate of any other institution in this broad land."

Now there are about 1,200 of the "pampered pets of the nation" at West Point, the maximum number being 1,338. What a pity the limit isn't always met—indifferent congressmen, probably, is the reason—when the education is free! They are organized into a regiment, with companies right through from A to M, and cadet captains galore.

Cadets are appointed as follows: 4 from each state at large (senatorial); 2 from each congressional district; 2 from each territory; 4 from the District of Columbia; 2 from the natives of Porto Rico; 82 from the United States at large, 2 of whom are appointed upon the recommendation of the Vice President (if there happens to be one), and 20 of whom are selected from



WEST POINTERS
IN WASHINGTON, D. C.

On rare occasions, such as the inauguration of a President or a Hudson-Fulton celebration in New York, the Corps of Cadets, or a portion of it, is allowed to be present by the West Point authorities



"PUP" TENT
DRILL

A company of plebes receiving instruction at West Point in the putting up of the small tents that form part of the American soldier's field equipment. In the background is summer camp

among the honor graduates of educational institutions designated as "honor military schools," the balance by the President; and 180 to be appointed from among the enlisted men of the Regular Army and the National Guard, in number as nearly equal as practicable. The Governor General of the Philippines appoints 4 Filipinos, 1 in each class, who get commissions in the Philippine Scouts. Aside from this, as a courtesy among nations, there have been cadets from China, and South and Central American countries.

At the date of admission, a cadet must be between the ages of seventeen and twenty-two years; except that in the National Guard he must be between the ages of nineteen and twenty-two years, and must have served in the Guard not less than one year. A cadet enters either by an entrance examination or by submitting a satisfactory educational certificate in lieu thereof. He signs to serve eight years, unless sooner discharged by competent authority. If he graduates, he becomes a second lieutenant.

The sequence of classes is rather inverted at West Point. The first year (freshman year in an ordinary school) one is a unit, a person, of the fourth class, a plebe (of practically no account, except to go to classes and fill in at drills and cry "yes, sir!" snappily, and yet impersonally, to upper classmen); after which one becomes, perhaps, of the third class (sophomoric), a yearling, a nuisance to plebes, and given to furlough songs; then, with furlough behind, one becomes of the second class (junior), a detached, colorless misanthrope; but finally one blossoms into the first class (senior, ordinarily), and even the lowliest first classman feels more important than Napoleon!

As to leaves: In the old days there was but one. It was granted to those cadets who had successfully completed the third-class course of study, and extended from the middle of June to the twenty-eighth of August. In addition to this leave, which is popularly known as furlough, cadets of the first, second,

THE STORY OF WEST POINT

and third classes, under certain restrictions with reference to conduct records and money accounts, are now granted leaves at Christmas. Also, cadets of the first class may get week-end or holiday leaves, not oftener than once each calendar month.

The pay of a cadet is \$780 a year and a commutation of rations (an allowance) of 80 cents a day, to commence with his admission to the academy; total, \$1,072. Upon arrival at West Point, he is credited with mileage at five cents a mile from his home. A cadet, upon entering, is required to make an initial deposit of \$250, or that amount less the amount credited to him as mileage. This initial deposit, with his salary, is sufficient to meet his actual needs at the academy—principally food (and the food is plentiful and good), clothing, and stationery. Cadets, being largely cut off from the world, are prolific letter writers; many of them have as many as two or three dozen female correspondents. The obtaining of money from outside sources by cadets is prohibited.

The aims of the academy are to build or, perhaps, to discover character in the cadet and to give him a technical training that will fit him for war.

Such traits of character as honesty, precision, obedience, efficiency, and promptness the academy aims to make common traits of all its graduates. And these traits are taught at West Point much as mathematics is taught. For instance, take the teaching of promptness. A "late" at a formation brings a demerit. Perhaps during the four years of a cadet's schooling there are 20,000 opportunities for being late. If he accumulates 100 demerits in six months, he is discharged. For the single fault of tardiness, in this period, he might conceivably accumulate 2,500 demerits. In the same general way,



SUMMER
CAMP ❖

In the northeast corner of the plain, on the cliffs of the Hudson. Camp, with its idle afternoons, good comradeship, and hops every other night, is the happiest time in a cadet's life—except furlough

THE STORY OF WEST POINT

other traits of character are fostered. But, in this connection, it must be taken into account that West Point is a very selective school, the scholastic mortality among cadets amounting to 40%; that is, if a class enters with 300 men, it will graduate with not more than 175.

The technical training is divided, of course, into the academic and practical. The four broad fundamentals governing instruction are: first, that each cadet shall take every subject; second, that before advancement each cadet shall be proficient in every subject taken; third, that each cadet must recite every day in every subject he is taking; fourth, the blackboard.

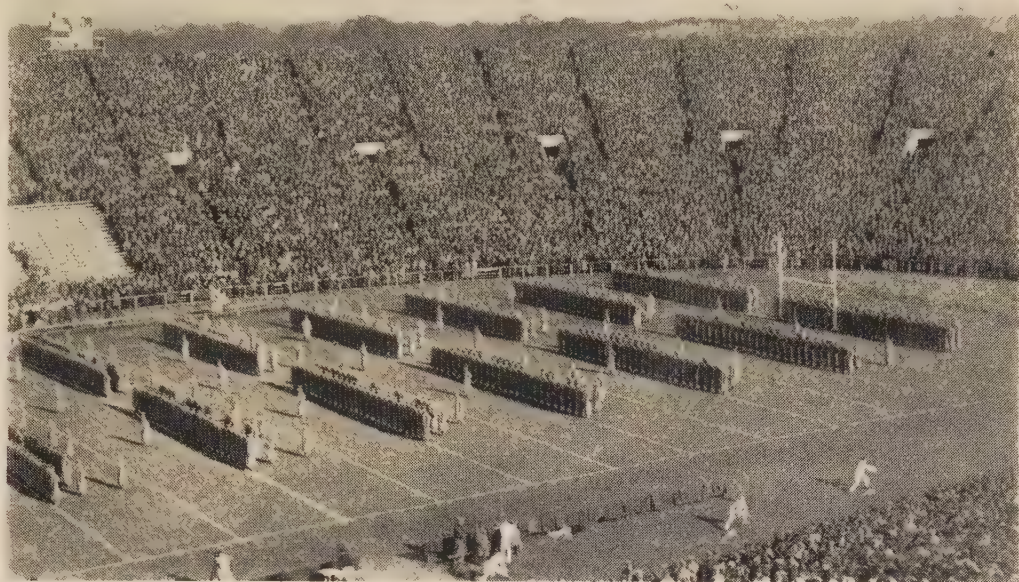
The blackboard is peculiarly pernicious. Soon after entering the recitation-room, cadets draw from the instructor cards with subjects of the day's lesson printed on them, and repair to the blackboard. Upon its blank surface they must outline their subject intelligibly. If they can do this, they take their seats, whereupon the instructor may demand that they return to the blackboard and recite. But if they read fiction or dashed off romantic letters the night before they remain stodgily at the blackboard, making thereupon cryptic signs; and the unwritten law at West Point is that the instructor will call upon all cadets who have taken their seats before calling upon the vacant-minded ones still at the blackboard. The end of the recitation is heralded by the blowing of a bugle outside the academic buildings. Hence, the cadet intransitive verb "to bugle." But rarely does a cadet bugle; the sections are too small—ten or twelve men, at most; and usually, just before the hour is up, when even the feet of the cadets at the blackboard are insensible, the instructor finishes with the wise cadets and calls upon the foolish. The bugle is but sad music then.

Academically, a cadet studies mathematics, military engineering, hydraulics, mechanics, chemistry, astronomy, heat, electricity, drawing, French, English, hygiene, economics, ballistics, and other things—an exacting course.



DRESS PARADE
ON THE PLAIN

In summer the Corps of Cadets parades in dress coats and white trousers; in early spring and late autumn, in overcoats. A parade at West Point—fifes and drums sounding retreat, the evening gun, the Star-Spangled Banner, the immobility and rhythmic marching of the cadets, all in historic, beautiful surroundings—is worth going a long way to see



CADETS ❖ ❖
IN THE YALE BOWL

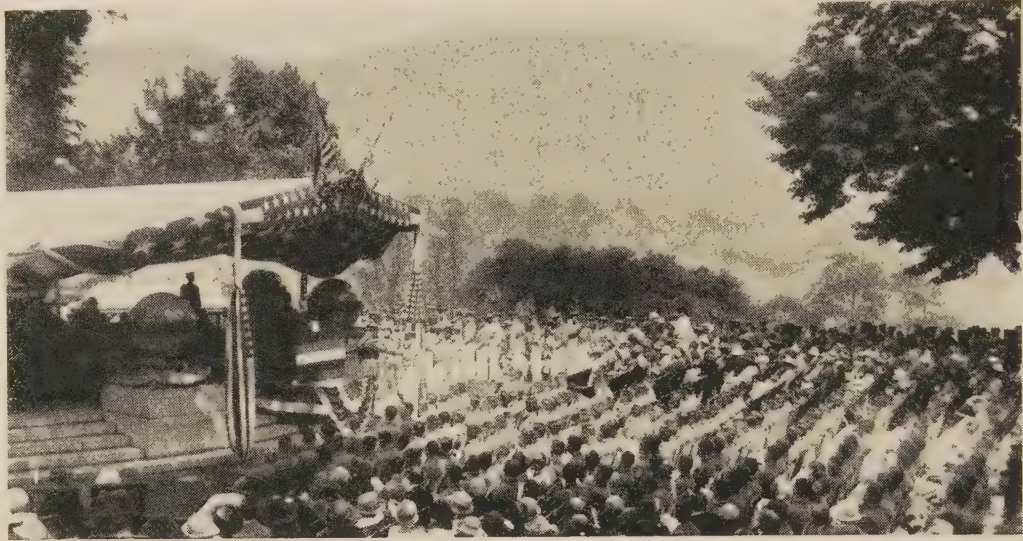
The Corps of Cadets accompanies its football team to New Haven for the annual game with Yale. They march into the Bowl in regimental formation. Soon they will break ranks for their seats in the vacant portion of the stands

As for the practical training—well, a cadet's life seems made up of drills, under the direction of the functionaries of the tactical department. Year in and year out the grind of the four classes is about as follows:

New cadets (plebes) report July 1st. They are quartered in barracks (first and third classmen are in summer camp; second classmen are on furlough) and receive infantry recruit instruction, military courtesies, map reading, gymnastic and calisthenic exercises, and instruction in all forms of athletics until they join the Corps of Cadets August 28th. The above period is popularly known as "beast barracks."

Practical instruction for the first and third classes is given during summer camp at West Point in infantry, cavalry, field artillery, and coast artillery tactics. Cadets of the first class receive instruction and act as officers in rifle, pistol, and field artillery target practice; they also get instruction in the use of machine guns, special infantry weapons, equitation, signal communications, and in acting as officers in combat problems and maneuvers. Meanwhile, cadets of the third class (yearlings) have been having instruction in equitation and horsemanship, range practice with rifle and pistol, field artillery service firing, minor tactics, first aid, and maneuvers in the field. They also receive instruction in athletics, swimming, and dancing.

Summer camp over, which is the best time at West Point, the four classes are united in barracks. Here, with studies added, they still have drills. Instruction for all classes in the tactics of all arms continues throughout the academic year; as, also, instruction in fencing, gymnastic exercises, boxing,



GRADUATION

June Week at West Point culminates with the graduation exercises at Battle Monument on Trophy Point. Cadets of the first class are receiving their diplomas from General Pershing

wrestling, swimming, and all forms of athletics. Cadets of the first, second, and third classes have instruction in equitation throughout the academic year. For the first class, lectures are given on the tactics and functions of the various arms and corps, and on uniforms, equipment, insurance, finance, and customs of the service. It costs about \$10,000 to graduate a cadet.

The course is hard, and to complete it cadets must lead a busy life—a life that would seem busy enough in itself to satisfy young men's energies, and yet they find time for the manifold side activities of the ordinary college. They have all the main intercollegiate sports; a dramatic performance on the "one hundredth night to June" (one hundred nights before graduation); in summer camp, hops every other night—in barracks, every Saturday night; riding privileges outside the reservation; a choir; a first-class club; a Y. M. C. A.; a literary society; they row on the Hudson, and "spoon."

Hazing is practically a thing of the past at West Point. It never was very severe there, taking the form of ridiculous acts demanded of plebes by upper classmen, such as a rat funeral, trapping black ants, or chasing eagles (English sparrows) from the front of an upper classman's tent with the bayonet—a form of amusement more enjoyed by plebes than upper classmen. Now the plebe is treated impersonally; he is Mr. So-and-So, or is dubbed one of the generic names for plebes, such as Mr. Duflickit, Mr. Dumjohn, Mr. Dumguard, or Mr. Ducrot. Mr. Ducrot is the most popular. The name originated in a French textbook used at West Point years ago. In one part of the textbook it was stated that a Monsieur Ducrot was the father of one boy and one girl; in another part, that Madame Ducrot was the mother of one boy and *two* girls. Which statements, in an otherwise perfectly proper

THE STORY OF WEST POINT

textbook, gave rise to what became known among cadets as the "great Ducrot scandal."

West Point is anything but an aristocratic place. The cadets are a cross section of the country, drawn from all classes. A man's previous life has absolutely no bearing on his cadet life. And his cadet life—since they all wear the same sort of clothing, have the same amount of money, and do the same things—will depend entirely on his individual merit.

Like everything else, West Point was hit by the war. At that time all classes were graduated except the plebe class. This was particularly unfortunate at West Point, for the ways of doing and looking at things and the customs were matters that had grown up in the Corps of Cadets during the past century, and handled by them with very little interference from officers—matters that cadets with only one year at the academy could not know. It was not until 1921 that four classes were once more present at West Point. Since then the instructors, themselves practically all graduates, have made great strides toward implanting again in the Corps of Cadets that invaluable, intangible something known as the "Spirit of West Point." And now the nation can be assured that the graduates of the academy—a good institution to have around in emergencies—will in the future, as they have in the past, live up to the motto of their school: "Duty, Honor, Country, West Point."



VIEW FROM ❖
TROPHY POINT

Every view is a beautiful picture at West Point. The winding Hudson, the majestic High-lands, the densely wooded hills, all help to enhance the setting



TORY OF THE NAVAL ACADEMY— ANNAPOLIS

By
CARROLL STORRS ALDEN
PROFESSOR OF ENGLISH
U. S. NAVAL ACADEMY



THE SEAL OF
THE U. S. NAVAL ACADEMY

A free translation of the Latin
motto is: "Sea power is insured by
knowledge"

An acquaintance with the Naval Academy must of necessity begin with a glimpse of the old colonial capital of Annapolis.

Shortly before the Revolution the city was among the most distinguished in all the thirteen colonies. It was important not only for its commerce but for its culture and learning. Here King William's School was founded in 1694 (merged in 1784 into St. John's College); here one of the first theaters in America was established; here lovely and accomplished ladies appeared in their town houses during the winter; here famous horse races were run; here the wealthy Charles Carroll lived. Since the Revolution it has slowly declined; but something of its old dignity yet remains, and its quiet, mellow atmosphere is reminiscent of the eighteenth century.

The newcomer who has a few hours at his command will find it worth his while to visit the old state house with its famous senate chamber, where at the close of the Revolution Washington resigned his commission. Of like character, and deserving scrutiny on the outside, even if there is time and opportunity for nothing more, are the several fine old colonial mansions. Prominent on St. John's College campus is the huge, patriarchal tulip poplar, inseparably linked for nearly three centuries with outstanding events in Annapolis history. Many of the streets still cling to their ancient allegiance, as evidenced by their good old Tory names: Prince George, King George, Hanover, Conduit, Fleet, Cornhill, and Duke of Gloucester.

In striking contrast to the sleepy old town is the Naval Academy, comparatively new and throbbing with life. The moment one enters the reservation, one is struck by the evidence of order and military system in every particular. It is always attractive, but perhaps to be seen at its very best it should be viewed for the first time on a bright morning in April or May. The academy band is playing, and interminable columns of midshipmen are on their way to or from recitation, stepping out to a lively march. There is much that is alluring in the open, park-like yard, where grass, trees, walks, all suggest orderliness; with the Severn River, marking the further boundary of the grounds, glittering a few hundred yards to the east, and Chesapeake Bay, disclosing its presence by one or two distant sails that slide into view from

STORY OF THE NAVAL ACADEMY—ANNAPOLIS

around the massive buildings to the south. It is all attractive, but everything else pales in interest when a group of midshipmen appears.

The academy chapel, conveniently near to Main Gate, makes a logical beginning for seeing the institution, by reason of the fact that in its crypt is the final resting place of John Paul Jones. For one hundred and thirteen years this redoubtable sea rover lay in an unknown grave in Paris. Then, by careful search, his casket was found, his well-preserved body identified, and now it lies in an impressive marble sarcophagus borne along for all time by sportive bronze porpoises. The story of the Naval Academy is the story of the navy, and the navy is commonly reckoned as having had its beginning with Jones. Besides possessing power in action, Jones was remarkable for genius in organization. In 1777 he submitted a plan to Congress by which, at every dockyard, there should be an academy where officers of the fleet might study "the Principles and Application of the Mathematicks, Drawing, Fencing and other manly Arts and Accomplishments"—suggesting in essentials the future Naval Academy.

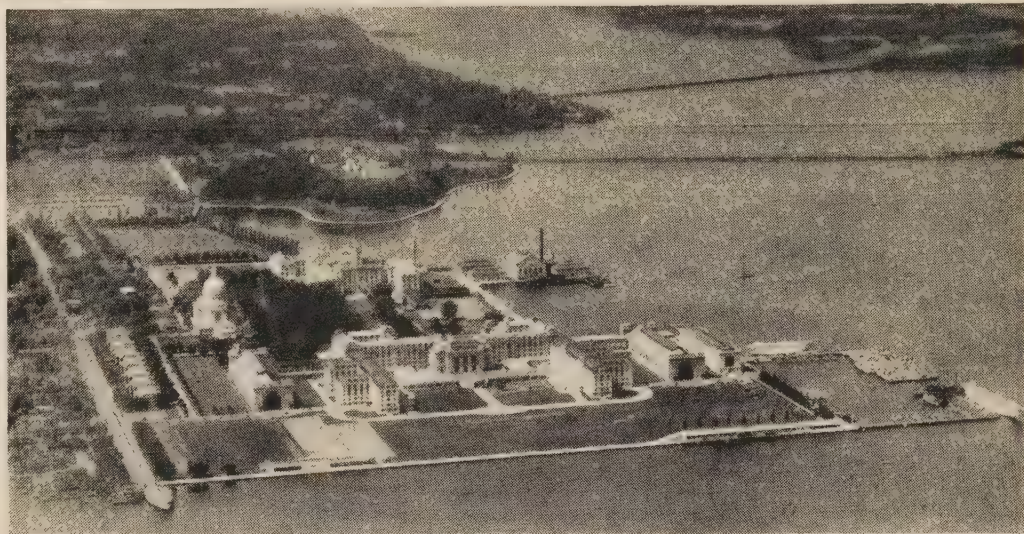
Bancroft Hall, the midshipmen's quarters, should be next visited. There is good reason why this, the most imposing of the academy buildings, bears its name. For though Jones dreamed of the academy in 1777 and Maury outlined its general features in 1840, it remained for Bancroft, the historian and Secretary of the Navy, to found it in 1845.

In the early years there were two classes: the "Oldsters," who, having been in the navy and at sea for four or five years, were soon to take examination for promotion; and the "Youngsters," who, having just been appointed, were having their first taste of midshipman life. In 1851 the régime was changed to an uninterrupted four-year course at Annapolis, and a four-year course has been the norm ever since that date.



SAILING DRILL

Seamanship is one of the subjects stressed at the Naval Academy. The theoretical side is taught in the classroom, while practical experience in this branch is developed by means of drills. Seamanship drills include sail-making, knotting and splicing, signals, rowing in regulation navy cutters, sailing in cutters and half-raters, and operating steam launches



AIRPLANE VIEW OF ❖
THE NAVAL ACADEMY

The Naval Academy is located on the site of old Fort Severn, which was turned over to the Navy Department in 1845 at the instance of George Bancroft, then Secretary of the Navy. Up until that time midshipmen had been trained at sea under the supervision of naval officers who stood sponsor for their wards' naval training

By the time of the Civil War the academy had become so identified with the navy that all the lieutenants and lieutenant commanders later known to fame entered the service with academy training: as Cushing, Dewey, Perkins, Evans, Sampson; whereas the older officers had all come from the stern school of the ship: as Farragut, Dahlgren, DuPont, Porter. When the academy, with its small supply of guns and ammunition, was threatened with capture in April, 1861, it was decided to transfer the institution to Newport, Rhode Island; there, quartered on the frigates "Constitution" and "Santee" and in the old Atlantic Hotel, midshipmen during the next four years had their training.

With the coming of peace the academy returned again to Annapolis. War and hospital camps had devastated the beautiful grounds. But Vice Admiral Porter, superintendent from 1865 to 1869, secured appropriations for new buildings and brought fresh life to the academy. Porter energized whatever he touched. It was he who stressed gymnasium practice, encouraged more hops, and introduced for the first time amateur theatricals and athletics, with competitions in rowing, baseball, and boxing.

In the twenty years that followed the Civil War there was slow decay in the navy and corresponding lethargy at the academy; nevertheless, there was no thought of abandoning the institution. It was a period when mortality was high, and the principle of survival of the fittest was remorselessly followed. At graduation, a class had shrunk to a fraction of its original size, and, further, more than one half of those graduated were often not given commissions, for the reason that only very few vacancies existed in the navy.

STORY OF THE NAVAL ACADEMY—ANNAPOLIS

In 1883 the new navy had its beginning, four steel cruisers being authorized, and these cruisers were followed by other cruisers and by three first-class battleships. The Naval Academy at once showed a quickening interest in life, with the result that friends and supporters represented to Congress its great need of new and larger buildings and improved equipment. The present massive buildings had their beginning about the time of the Spanish-American War. Roosevelt had been interested in naval affairs even before he became Assistant Secretary of the Navy; before and after the Spanish-American War he was a vigorous champion of the Naval Academy.

The Spanish-American War occurring largely during the summer, the three upper classes were granted their desire and, instead of being sent off on a practice cruise, were placed on real warships engaged in hostile operations. Following the war, insular possessions having been added, the need of a navy was recognized and no slump ensued. Instead, the navy was increased, and the Naval Academy grew by leaps and bounds. During the World War the enrollment was more than doubled, and numbers have steadily increased

up to the present year, 1923-4, when the maximum of 2,500 midshipmen was reached. This number Congress has decided materially to reduce for the coming year, an action that many regret, for there are still vacancies in the officer personnel of the navy; and, further, as some have urged, the difference of expense in operating a small and large academy is relatively slight, and the advantage of graduating some who, even if they do not enter the service, will be available in emergency as a trained reserve is obvious.

But all this is like the old-time extended approach to a gentleman's house. As suggested earlier, more interesting than the buildings of the Naval Academy or its history or its policy are the midshipmen.



THE GOD OF 2.5

The statue is the figurehead of the U. S. S. "Delaware." Midshipmen have named it "Tecumseh;" he is the "god of 2.5," the passing mark. A respectful salute to Tecumseh on the way to recitation or examination is claimed to insure a 2.5 or more, no matter how unprepared the suppliant may be

How does a youth become a midshipman? First, he must secure an appointment. Each senator or congressman during the coming year may have, in all classes, three whom he has designated. In addition, the President may appoint fifteen at large (as a rule, these are officers' sons), and the Secretary of the Navy may appoint one hundred enlisted men from the fleet. The same entrance requirement governs all. They must be between sixteen and twenty years old on admission, and they must pass what is to many a severe mental and physical examination. In lieu of the mental examination, a certificate may be presented showing that the applicant holds a diploma of an accredited high school, and further qualifies by high standing in a course of study conforming to a wise and broad requirement laid down by the academic board.

It is commonly about the second week of June that the first group of successful candidates are ordered to report. Sixty to eighty lads will be then seen, as the hour approaches nine, assembled about Main Gate. They have come from all parts of the country, and look little like future officers. For the most part they agree only in this: the effect they present of ill-dressed, awkward, overgrown cubs. And yet, out of just such material is the academy to make, in a few months, a clean-cut, well-set-up class, such as any institution would be proud of. This is the molding process of the navy.

The three upper classes are away during the summer on their practice cruise. So the training of the new fourth class, or "plebes" as they are familiarly known, occupies the time and attention of all officers from commanders to brand-new ensigns, and they give themselves to the task of



MIDSHIPMEN
IN WASHINGTON

Whenever there is a ceremony of particular official importance in Washington, the regiment of midshipmen is invited to attend. The regiment nearly always takes part in the parade at the inauguration of the President



GUN DRILL

Besides being taught how smokeless powder is made, what the inside of a torpedo looks like, and how to trace the flight of a projectile, midshipmen get practical drill in ordnance. These drills simulate, as nearly as possible, actual conditions aboard ship

whipping the raw material into shape with relentless enthusiasm. Their day is divided into five periods of one and a half hours each, the two in the morning and the two in the afternoon being commonly devoted to drills such as rifle range, infantry, seamanship, ordnance, and gymnasium;

also, there is a little instruction in mathematics and modern languages; the period in the evening is devoted to an English lecture or to recreation.

Annapolis, though favored by breezes from the Chesapeake, is not a cool place in summer, and an infantry or artillery drill on Farragut Field may on certain mornings suggest first impressions in the Sahara; nor can very much more be said for cutter drill, when tiny midshipmen blister their hands over prodigiously large oars.⁴ But the uniform is of the very lightest, the rests are frequent, and there is opportunity for a cool shower bath at the end. The prevailing color of the class quickly changes to a brilliant red and then to deepening shades of tan and brown; the physical benefit is shown by the marked gain in size, weight, and general health.

The return of the three upper classes, which, after the practice cruise, have been enjoying a month's leave, brings a perceptible quieting to the plebes. The latter suddenly become mutes, and make of marching and all formations a very serious business. It is the duty of midshipmen officers to instruct the plebes how to stand, and the plebes promptly put on such a brace that they are in danger of cracking and falling over backward.

Now, if ever, is the temptation to do a bit of hazing; undeniably the plebes rather invite it by their sentimental longing for the upper classmen's approval. But, to the best of my knowledge and belief, the vigilance of the officers and the good sense of the midshipmen have relegated to past history any brutal forms of this amusement. However, the upper classes make a serious point of surrounding the newcomers with the atmosphere of their

STORY OF THE NAVAL ACADEMY—ANNAPOLIS

profession. They are catechized in naval history and seamanship. They learn that their room is not on the first floor or second floor but on the "first deck" or "second deck." No matter how promptly they fall in at formations, they are admonished, "Shake a leg there!" The slightest unnecessary noise is suppressed by a roar, "Pipe down!" and the raw recruit from the farm who has persisted at breakfast in planting his spoon upright in his coffee cup is saved from the error of his ways by the first classman at the head of his table giving the warning cry of "Man overboard!"

Important in the education of the midshipmen is the entrusting of discipline to them, making them responsible to the commissioned officers. Thus the maintenance of order in Bancroft Hall with its miles and miles of corridors is virtually in the hands of the first class. A certain group is detailed for duty each day, the tour lasting twenty-four hours, and they in turn are responsible to the "watch officer" and battalion officers of the executive department—the whole in charge of the commandant of midshipmen.

Reveille sounds at 6:15, and from that hour until the day ends with taps at 10 there is little idle time; and yet for the one who has learned to adjust himself to the routine there is no need of hurry, for everything is so well planned and systematized.

The work is divided among ten departments, of which six are largely technical: executive, seamanship, ordnance and gunnery, navigation, marine engineering and naval construction, and electrical engineering and physics; and four are non-technical, though each is to a large degree



HOLYSTONING
DECKS

The fundamental doctrine of the Naval Academy is that no man is fit to command who has not served under the identical conditions in which his subordinates must live. On practice cruises, midshipmen are required to perform all the duties customarily performed by enlisted men



A HARD DAY'S WORK ❖ ❖

Coaling ship is a necessary evil. In the navy it is considered a drill, for the reason that, in time of war, every minute saved in refueling a ship means that much more time to devote to pursuit of the enemy. On their cruises midshipmen "turn to" shoveling and stowing coal—then spend as long getting themselves clean again

naval in its application: mathematics, English, modern languages, and hygiene. At the very beginning, the fourth classman chooses whether for the next three years he will study French or Spanish. With this slight exception there are no electives. Supposedly the whole midshipman body has made its one and great election when it decides on a naval career. There are sixteen hours of recitation a week, and six hours of drill. Full reports of marks are published each month; and, further, when a midshipman's work even for a week falls below passing (2.5, on a basis of 4.0, or 62½ per cent) he will be informed of the fact by a list posted at quarters. In midshipman language, "He's hit the tree."

After eight months of this rather stiff régime there comes the summer practice cruise of three months, with all kinds of service from swabbing decks and coaling ship to navigation and turret drills—and this too on real battle-ships. During the latter part of the cruise, midshipmen try their skill in target practice. On a recent cruise the squadron went to Panama and then to Honolulu. Letters were filled with stories of fine hospitality at the latter place as well as at Seattle, San Francisco, and Los Angeles. On the next cruise the squadron went to the Azores and then to Christiania, where the "bloods" danced with the Queen of Norway at the British Ambassador's party; later the ships visited Lisbon and Gibraltar. At Lisbon a large group of midshipmen attended a bull fight, at which a certain popular picador had his vanity terribly wounded; all the midshipmen present madly *cheered the bull!*



THE SUMMER CRUISE

The "cruise" is always a bright spot in a midshipman's life. The months of June, July, and August, for three years during a midshipman's training, are spent on practice cruises aboard commissioned ships of the navy. These cruises take the midshipman to the Baltic or North seas, to the Mediterranean or the Caribbean or to Hawaii. The blue band on the brim of the white hat is a distinctive mark of the midshipman

Whatever may be the character of the cruise it has its climax when the ships steaming up Chesapeake Bay come to anchor, the last of August, within sight of the chapel. There are few experiences in life, aside from getting married, that are more universally looked forward to than "Sep. leave." Only those who know the hunger that comes of long separation from home and the monotonous grind of a set routine can appreciate the longing.

Being a part of the service, the midshipman is entitled to pay from the day he is sworn in. This at present is \$65 a month, or \$780 a year. In addition he has eighty cents a day as a mess allowance, and so well is everything organized in the one vast dining hall, the kitchens, and the commissary department, aided by a large midshipmen's dairy, that the \$24 a month provides a table such as is not likely to be found elsewhere for double that amount. Of his pay, \$240 is reserved each year to be applied to his outfit of uniforms when he graduates. He may draw for spending money each month when a fourth classman \$3, and when a first classman \$12. Also, he can obtain a reasonable amount from his balance for outings on the practice cruise or for September leave. Otherwise he sees little or none of his wealth. Even to obtain a new cap or a shirt at the Midshipmen's Store he must have his requisition countersigned by a battalion officer before he can debit his account by drawing these articles.

The Naval Academy exhibits a striking combination of strenuous study and whole-hearted play. Great emphasis is placed on athletics, though not

at the expense of scholarship. As Admiral Wilson, the present superintendent, has said, "For a man to work hard he must play hard." The time for practice is sharply limited for the most part to the usual recreation hours; yet the academy has turned out teams of superior quality in fencing, boxing, football, swimming, and other sports. When the Naval Academy crew defeated the famous English *Leander* crew, at the Olympic Games in Antwerp four years ago, it made a new tradition in American athletic annals.

Also the midshipmen's recreation is found in society. While they have no relief from the constant grind in week-end excursions to New York or Washington, they have this advantage over students of Yale or Princeton: if they cannot go to the alluring world beyond, much of this world comes to them. Saturdays and Sundays are days of color and gayety. Teachers of girls within a radius of one hundred miles enjoy these days as much as their charges; and often it seems as if the whole school had descended upon Annapolis.

The summit is reached during "June Week," when there are no recitations or study hours to disturb the unalloyed happiness. Little Annapolis is crowded to bursting.

The drills and dress parades of June Week no one would willingly miss, and the girl chosen to present the colors to the winning company would hardly change her lot to be a future queen of England. And there is the Superintendent's Garden Party on one of the evenings, and on the next the magnificent Farewell Ball—all to conclude, the morning after the graduation exercises, with the agony of saying good-by, when midshipmen of three classes embark for the three months' practice cruise. The agony would be insupportable, if many a midshipman with a fine show of fortitude, assumed if not felt, had not already calculated for the "O. A. O." (the One and Only)



INFANTRY DRILL During the spring and autumn months, midshipmen are drilled in infantry and artillery. These "drills of precision" form the habit of obeying an order exactly, at a definite time, and without question

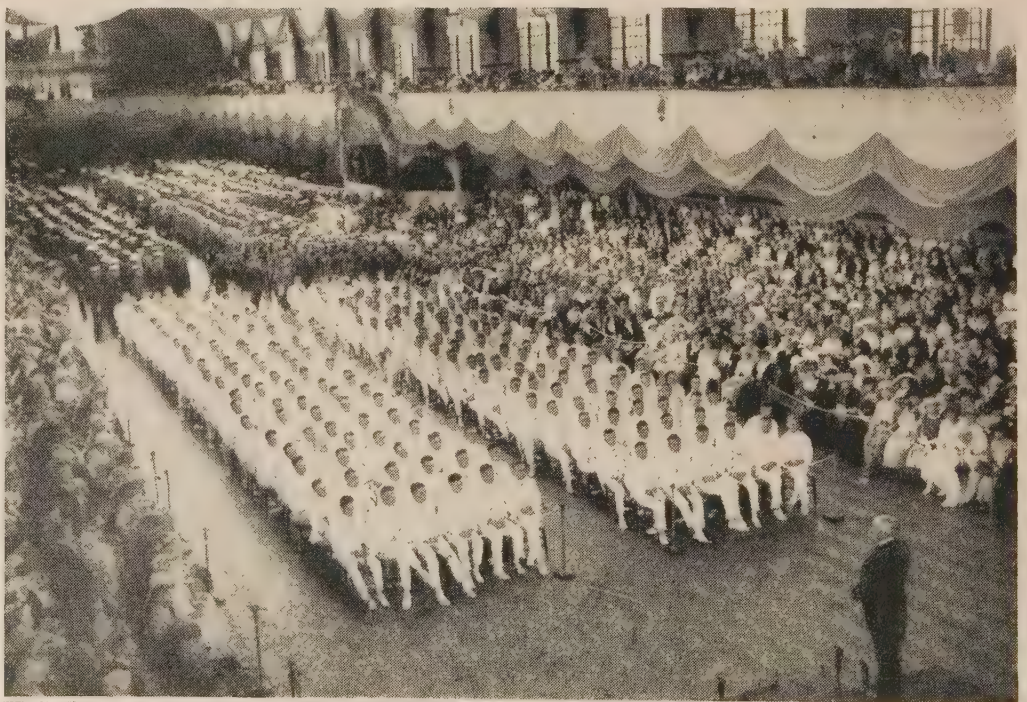
STORY OF THE NAVAL ACADEMY—ANNAPOLIS

and for his adoring mother the exact number of days and hours and minutes when the cruise would end and the blissful "Sep. leave" begin.

This happy social life, the exacting curriculum, the eager athletic rivalry, the stern discipline with training in the exercise of command—none exists for itself, but all are combined to fit the midshipmen for the profession in which they will soon take an active part. If the Naval Academy can be described by a single term, it is the great School of Leadership.

The one thing the midshipman prides himself on possessing is "navy spirit." No small part of this is of course exploded each season in athletics. Yet it is more than mere noise. Among aims that Admiral Wilson has striven for most effectively has been the deepening of this spirit into an unswerving devotion to the institution and to the service. Traditions of the United States Navy are a rich heritage for officers, enlisted men, and all earnest American citizens.

It may be that in the future, if our ideals of peace are in a measure realized, the Naval Academy will have also, as a part of its mission, the turning out of men who will carry the spirit of these traditions into civil life. An institution that has among its graduates Mahan, the historian; Churchill, the novelist; Michelson, the physicist; Weeks, the statesman and Secretary of War, and Wilbur, the jurist and Secretary of the Navy, shows its possibilities.



A WELL-EARNED
REWARD ❖

After four years under a most rigorous course of study and an exacting disciplinary régime, the fortunate midshipman has the honor of receiving his diploma as a graduate of the U. S. Naval Academy from the President of the United States or the Secretary of the Navy. In this picture the late President Harding is addressing the graduating class of 1921

THE UNITED STATES MILITARY ACADEMY AT WEST POINT, NEW YORK



A SUNDAY MORNING

Soon he will march from North Barracks to the Cadet Chapel
on the hill

West Point is the oldest military post in the United States over which our flag has continuously flown. It was first occupied January 20, 1778.

The class of 1802, the first class to graduate from West Point, had two members. The class of 1924, the largest class ever graduated from West Point, had 405 members. The smallest West Point class was that of 1813, with one member.

When the Continental troops first came to West Point and began the building of fortifications, they were directed in their military engineering work by a young French officer, de la Radiere. After de la Radiere's death, from overwork and exposure, a Polish officer, Kosciuszko, became the military engineer. There is a monument to Kosciuszko in the northeast corner of the plain, erected by the Corps of Cadets in 1828.

Of the forts and redoubts that made West Point a citadel in Revolutionary times the stone parapet of Fort Clinton in the northeast corner of the plain, Fort Putnam (now restored) on a hill five hundred feet above the Hudson, and some crumbling redoubts on adjacent hills remain.

From 1904 to 1911 many new buildings were constructed at West Point. They were a riding hall, Post Headquarters Building, Cadet Chapel, East Academic Building, North Barracks, a gymnasium, a power house, cavalry and artillery barracks and stables, and many officers' quarters. This construction is part of a comprehensive plan to be completed later.

All West Pointers do not become army men. Many return to civilian life. There they have held almost every office of honor and trust in the gift of their fellow countrymen. A graduate of West Point has been President of the United States, as also President of the Confederate States. Graduates have been presidents of universities, railroads, and banks; mayors and legislators; principals of schools and heads of minor corporations. They have been bishops and judges, artists and lawyers, successful physicians, noted scientists, and civil engineers. In foreign lands they have been ambassadors, ministers plenipotentiary, consuls general, and special envoys.



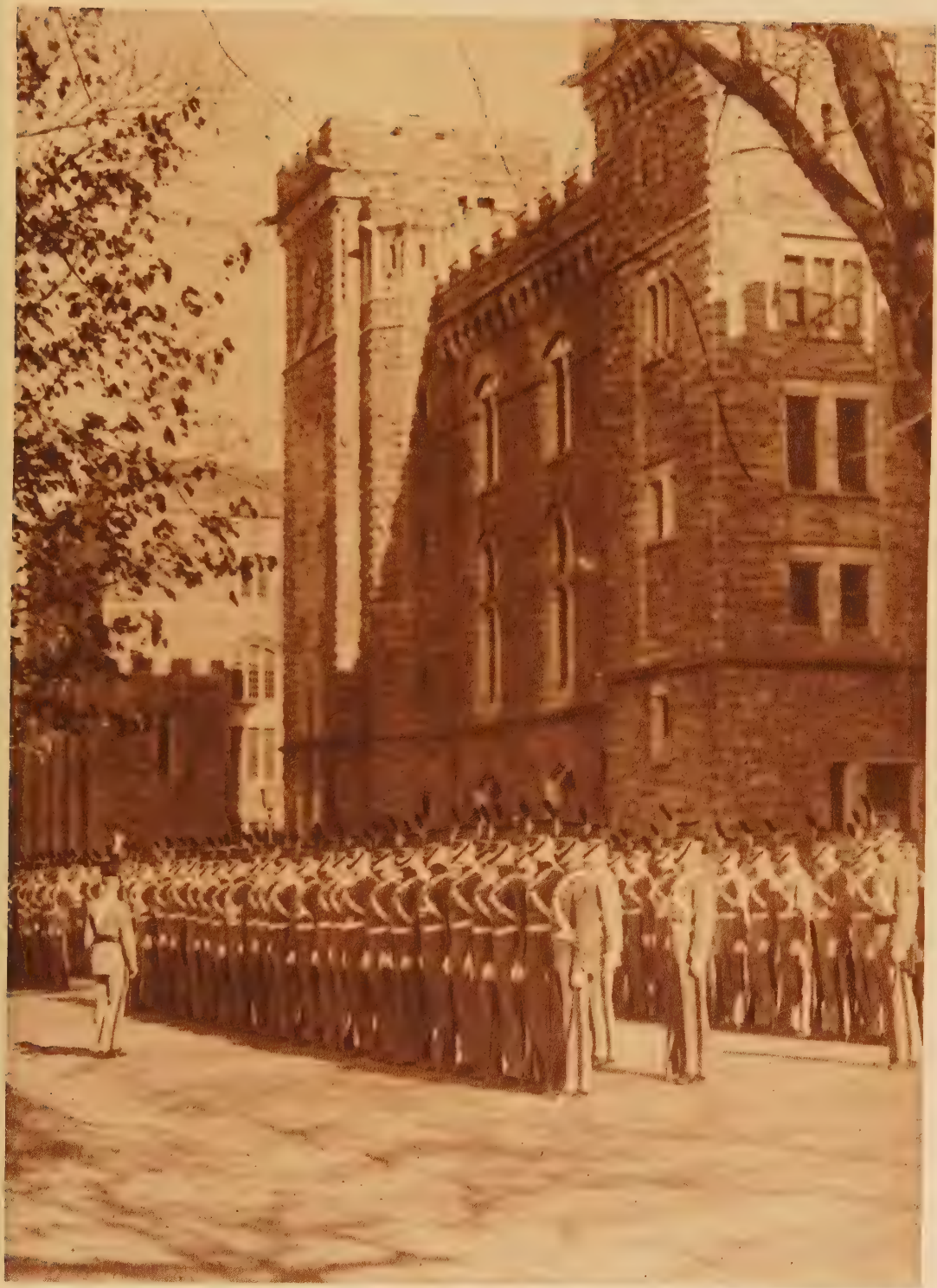
GENERAL PERSHING LOOKS THEM OVER

After the inspection the Corps of Cadets will pass in review for him: first, at quick time, and then at double time. It's a long run around the plain when one is under arms and in a tight-fitting dress coat



HIKING TO DINNER

At West Point dinner is still at midday. No light luncheon would sustain these cadets who have been all morning at all sorts of strenuous drills in summer camp. At the head of the column, in cross belts, are the two reliefs of the guard, not on post. To the right is the East Academic Building, happily unused in the summer months. The Mess Hall is near by



BEFORE DRESS PARADE

Every afternoon, weather permitting, cadet companies fall in along the road in front of barracks. South Barracks is just to the right of the two academic buildings in the background. Here the companies are inspected by their cadet officers. Then, adjutant's call goes, the band plays, and the companies march to the plain for retreat and parade



OUTSIDE THE RIDING HALL

A massive structure built on the cliffs of the Hudson, said to be the largest riding hall in the world. Cadets spend many hours on horseback. If they fall off, the tanbark underfoot helps



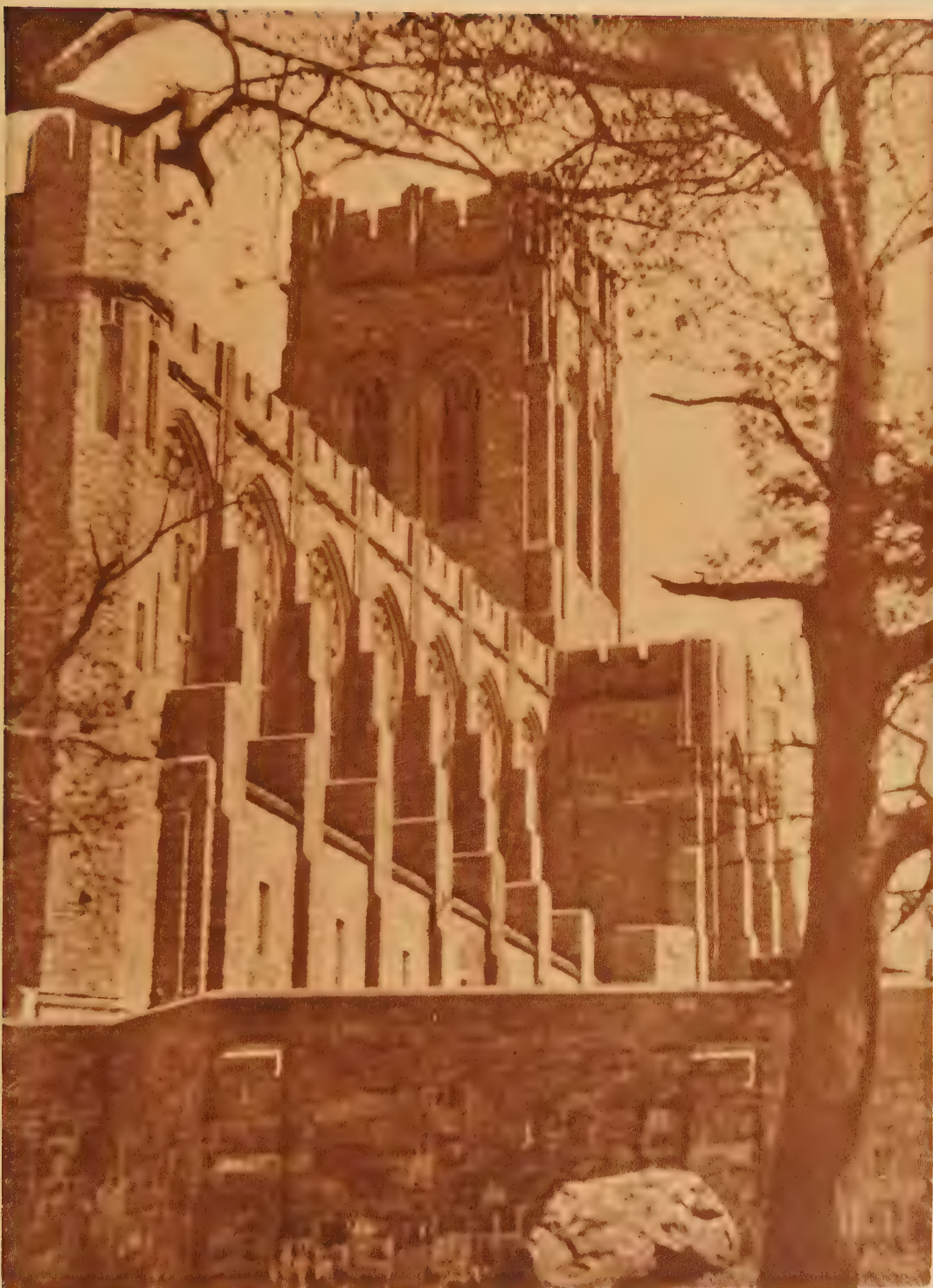
THE GYMNASIUM

Besides the regular instruction in all forms of indoor athletics that takes place in the Gymnasium throughout the academic year, many cadets spend all the hours of release from quarters here. They box, wrestle, fence, swim, and "bone muck," as they call it, in numerous other ways. In a hall are kept athletic trophies. The basement is utilized for an indoor small-arms range



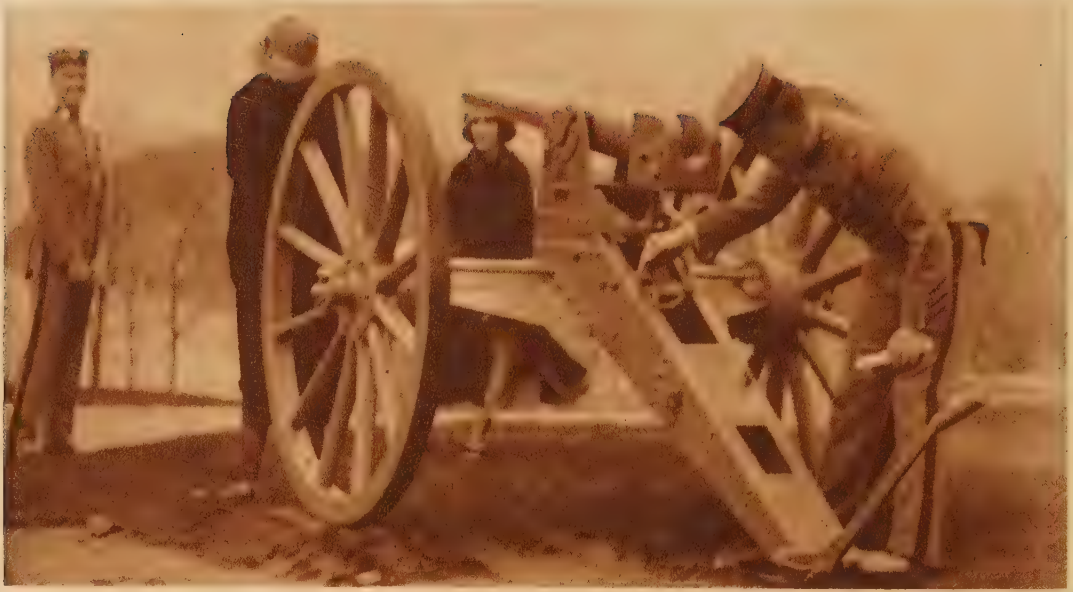
GATEWAY TO THE CITADEL

A road from the railway station on the waterfront winds up the cliffs of the Hudson through this gateway of the Post Headquarters Building and on up to the plain. A drawbridge and portcullis would not seem out of place



THE CHAPEL DOMINATES THE WEST POINT LANDSCAPE

It is of medieval Gothic architecture, cruciform in plan, situated on a hill in the rear of the other buildings, and can be seen from miles around. Sunday-morning service is very impressive. A large cadet choir and a splendid pipe organ add to the impressiveness of the ritual in this great church



ON TROPHY POINT

A first question a cadet asks a feminine visitor is, "Have you seen the view up the Hudson?" If the answer is, "No," he conducts her to Trophy Point. There, besides the really extraordinary prospect of the Highlands, are to be seen many battle trophies



CULLUM MEMORIAL HALL

In this stately building, a gift to the academy from Brevet Major General George W. Cullum, class of '33, are housed trophies of our army, battle flags, busts and paintings of and memorials to distinguished graduates of the academy. The large bronze cannons are trophies from Cuba, cast in 1755



ONE OF THE HOMES OF THE CADETS

North Barracks, with the Cadet Chapel in the background, is a new building, constructed in 1908. The hall over the sally port is occupied by the Cadet Y. M. C. A. Half of the Corps of Cadets is quartered in North Barracks. Cadets live three in a room. The rooms are models of neatness—when the tactical officers inspect. Cadets do their own housework



THE AREA OF SOUTH BARRACKS

A view taken from the sally port of the West Academic Building, with the Cadet Chapel again the dominant feature. South Barracks was built before the Civil War. Up and down this area have tramped hundreds of cadets thousands of miles on punishment tours



NORTH GUARD HOUSE

In the North Guard House are the headquarters of the cadet guard for North Barracks and the offices of tactical functionaries. It is also a place where cadets meet their girl friends. A visitors' room is provided, in which they may remain, or they may stroll about the reservation, as seems to be the intent of the present couple



LOOKING ACROSS THE HUDSON

Framed in the gateway of the Post Headquarters Building are the Highlands of Putnam County. But for the ferryboat, which plies to Garrison on the east shore, one could imagine himself looking out from a medieval fortress. Every view from West Point is a beautiful view

THE UNITED STATES NAVAL ACADEMY AT ANNAPOLIS, MARYLAND



LOOKING TOWARD MAHAN HALL

Named after the world's foremost strategist and historian of sea power, Mahan Hall is the center of the academic group of buildings. The upper floor is given over to the academy library, while the lower floor contains the auditorium. This building shelters an exceptional collection of war trophies. Here will be found the ensign of the French frigate "Insurgent," captured by the "Constellation" in 1798, and thirty-five flags captured by the American squadron in the Battle of Manila Bay, and forty British flags captured in the War of 1812. The tower clock strikes ship's bells instead of the conventional hours



DRESS PARADE ON WORDEN FIELD

Infantry drills are an important feature in the training of midshipmen. They serve as one of the best methods of cultivating precision and alertness, and are essential in the development of the military bearing which is required of all midshipmen



BANCROFT HALL

Used as a dormitory for the midshipmen, the building was named after George Bancroft, the historian, founder of the Naval Academy. It can accommodate 2,500 midshipmen, has a floor area of over twenty acres, and has nearly three miles of corridors



THE COLONNADE

Bancroft Hall is connected with the Armory and the Gymnasium by two stately peristyles. The central arch of one is reproduced above. At release from drill the midshipmen scurry under these colonnades to their quarters to enjoy the one and a half hours' recreation period, the only leisure they have besides a half-hour before taps, in a strenuous sixteen-hour day



JAPAN'S FIRST GIFT TO AMERICA

This bronze bell, which bears the date 1456, was presented to Commodore Perry by the regent of the Lew Chew Islands on the occasion of Perry's memorable visit to Japan in 1854. Centuries ago it called worshipers to a Buddhist temple; now its hollow clang is only heard on the occasion of a baseball or football victory over West Point



THE CHAPEL

Every Sunday morning the regiment of midshipmen, led by its cadet officers, marches in a body to attend divine services in the chapel. The service is non-sectarian. In the crypt of the chapel is the imposing mausoleum containing the remains of John Paul Jones. Here also may be seen John Paul Jones' service sword which he presented to the daughter of Aaron Burr, and his bust, the work of the contemporary sculptor Houdon



MEMORIAL HALL

The central portion of Bancroft Hall. In Memorial Hall may be seen Perry's battle flag of Lake Erie, on which are traced Lawrence's inspiring words, "Don't Give up the Ship," and many other trophies of a historic value. The statue in the foreground is the figurehead of the U. S. S. "Constitution"



DAHLGREN HALL

The Armory of the Naval Academy is named after Admiral Dahlgren, the inventor of the first large-caliber naval guns. Here the "plebe" (freshman) gets his first drills in infantry and first lessons in fencing, and here many a pampered son hears for the first time the stern orders "Brace up!" "Throw out your chest!" Inside the Armory are all sorts of specimens from stone cannon balls to torpedoes from the German warship "Geier"



SANTEE WHARF AND THE "CUMBERLAND"

Santee Wharf is named after an old frigate which for many years lay here as a school and prison ship for those midshipmen who had received an excessive number of demerits. The "Cumberland" is named after the frigate sunk by the "Merrimac" and is used as a training ship for enlisted men



A SPANISH WAR RELIC

The "Reina Mercedes" was seriously damaged by the fire of Sampson's squadron and was sunk by the Spaniards in the harbor of Santiago in an unsuccessful attempt to block the entrance after the sortie of the Spanish fleet. After the Battle of Santiago it was raised, repaired, and taken to the United States



THE "HELL CATS"

The midshipmen's well-earned eight hours' sleep is suddenly cut short at half past six in the morning by the blare of bugles and the beating of drums. Hence the name. These enlisted drummers also beat time for the midshipmen as they march to and from recitation as shown in the above illustration



THE MAIN GATE

The most fascinating thing in a candidate's life and the most annoying thing in a midshipman's. A "candidate" is the proud possessor of an appointment to the Naval Academy but has not yet passed his entrance examination. His ambition is to be able to enter these gates as a midshipman. Once a midshipman, the state of mind changes and the erstwhile candidate wishes that he might be permitted to walk out through the gates more often than the regulations permit



MIDSHIPMEN HONOR MIDSHIPMEN

The Vera Cruz Monument, erected by midshipmen in memory of their comrades Midshipmen Clemson, Hynson, Pillsbury, and Shubrick, who lost their lives in the Mexican War. Shubrick was killed while sighting a gun in the naval battery erected ashore before Vera Cruz. The other three gave their lives to save those of enlisted men under their command



A COLONIAL GEM

Annapolis is the capital city of Maryland, and the State House located in the center of the city of Annapolis is a relic of colonial days. It was built in 1772-1774, but the tower was not added till after the Revolution. In this building Washington resigned his commission as commander in chief, and it was here that the treaty with Great Britain was ratified in 1784



MARCHING TO RECITATION

Along these two parallel walks the midshipmen go to and return from recitations. Each period is divided into two halves of one hour each; while one battalion is reciting the other is studying. They pass one another at the mid-interval. Then it is that those who are on their way to the recitation-rooms try to get a forecast of the likely subjects to be assigned from the ones who are returning from their academic encounter with the instructors



ONSTITUTION ISLAND

BY CHARLES H. DORR

In the Hudson, opposite West Point, is a famous little island that recalls heroic days of the Revolutionary War. From one end a great chain was stretched across the river to the cliffs below West Point, to keep back the British fleet. The links of the chain were forged in a blacksmith shop at New Windsor, New York, and were carried down the river on a log boom. A part of the chain is to-day on view at Washington's Headquarters, Newburgh, New York. Another section of the chain is to be seen at West Point.

Constitution Fort on Constitution Island was one of the first defenses erected to guard the American soldiers fighting in the war for liberty. In 1775 it was built on what was called Martelaer's Rock. Partly obscured by the trees behind the fort was a little white house which Washington frequently honored with his presence during the execution of his campaigns in this historic country. Remains of the fort can still be seen, and the old house, which also played its part in the dramatic events of that period, still stands.

In this sequestered retreat, overlooked by Crow's Nest and Storm King and other wooded eminences of the Hudson Highlands, two distinguished American women made

their home for many years. Their names were Anna and Susan Warner. Both of them wrote books very popular in their day, and two novels by Susan Warner, "The Wide, Wide World" and "Queechy," are still in demand, though the author has been dead thirty years and more. The younger sister, who wrote under the pen name of "Amy Lothrop," lived on alone in her island home until her death in 1915. For many years the two sisters frequently offered hospitality to officers and cadets who rowed across the Hudson from West Point. They also conducted a Sunday-school class in the old Cadet Chapel back in the seventies and eighties. Greatly loved by their neighbors, they were laid to rest in the Cadets' Cemetery at West Point. A portrait of Anna Warner was hung in one of the halls at the Military Academy, with formal ceremony. It was painted by a young American artist, Orland Campbell, when she was nearly one hundred years old.

In 1908 Constitution Island was deeded by Anna Warner to Mrs. Russell Sage, with the understanding that she should retain the use of the house and surrounding premises during her lifetime. Mrs. Sage conveyed the island to the United States of America, subject to the reservations contained in the prior deed for the benefit of Anna Bartlett Warner.

And so, once more, Constitution Island has come into the possession of the government.



THE WARNER HOUSE ON CONSTITUTION ISLAND
Scene of hospitalities from Washington's time down to our own



THE WALLOONS— WHO THEY WERE AND WHAT THEY WERE

BY WILLIS STEELL

The origin of the name Walloon is not altogether certain, but authorities state that it comes from Old High German, "Walah," an adulteration of Volca, the name of a Celtic tribe in northern Italy—the first one that the Teutons found on their migrations south. The name was given to them by Teutons. The Walloons are the remnants of the Romanized Celts of northern Gaul, the so-called "Belgæ" of Julius Cæsar's time.

There are now between three and four million Belgian Walloons, and over four million Flemish, and they speak a number of dialects—French or Dutch.

We are now celebrating the three hundredth anniversary of the appearance of the Walloons in the Western Hemisphere. Thirty families came over in 1624—a small incident apparently, but one of real significance in American history.

The Walloons did more than contribute "thirty families" to the settlement of New York in 1624. They spread at once to the sources of the Hudson and to the Delaware, planted a tiny colony on the Connecticut River, and overran the western end of Long Island. It is scarcely too much to say that these brave, industrious, hardy people, by their example and their precept, gave the four middle states—New York, New Jersey, Pennsylvania, and Delaware—early lessons in law, in government, and in religious tolerance that were accepted by men of other speech and diverse ancestry, and not forgotten either when the time arrived to form an American Union.

The ship that brought the first colonists of New York over was not so unlike the caravel of Columbus, and, with its broad bottom, high poop, and low galleys, sailed not much faster. Wearying of wars and persecutions, it is not wonder-

ful that the Walloons dreamed of emigrating from a continent where there was a Duke of Alva and an Inquisition. So they asked permission of the King of England to go and find homes near his Virginia colony. This king was "Jamie," son of Mary, Queen of Scots, who, if history tells the truth about him, was silly and stingy.

The humble petition of the Walloons was refused. At that time a rich burgher of Amsterdam, Killiaen Van Rensselaer—whose descendants keep the name alive in New York to-day—was engaged in forming the Dutch West India Company. In order to control the rich fur trade of Holland's terri-

torial possessions in America, this company pledged itself to colonize them. And there, all ready to go on board, were thirty families, "mostly Walloons." What could better suit the company's plans? Dutchmen who had visited the province of New Amsterdam up to this time had been mere traders and sojourners; the Walloons were destined to be the first real colonists.

In March, 1623, the ship "New Netherland" sailed from Amsterdam and, in the following May, the sea-worn passengers saw with rejoicing the long island of Manhattan, with a river on either shore. At once, on landing, the little company was scattered, only

eight remaining on Manhattan Island. Four couples who had been married on the trip, along with eight sailors, were sent to South River (the Delaware) where they founded a settlement near the site of the present



Gloucester. Another small party continued up the Hudson to the site of what is now Albany. A larger group, headed by George Jansen de Rapelje, crossed a river to the east and built homes on a bay which they called Waal-bogt, or Walloon's Bay. In these names we recognize Wallabout Basin on Long Island.

1625 was a year memorable to the Walloons, for in that year arrived three ships and a yacht from the Netherlands bringing seven families, household furniture, and 103 head of cattle. The seven families landed on Manhattan and the cattle were put ashore on Governor's Island, then called "Nuttens Island," but, as there was no water on it, the bewildered beasts had to be carried in small boats next day to Manhattan. With the arrival of two more vessels in this year the colony had increased to two hundred persons, and this total was "mostly Walloons." Among this people there was no poverty of the birth rate.

Four brides who found husbands on the first ship that brought Walloons to this country presented those husbands with children ere they had lived for a year in that settlement on the Dela-

ware River to which the young families were sent on a yacht around by sea. Also in 1624 children were born in the Walloon families in that remote settlement on the upper Hudson which is now Albany.

Steadily and quietly, so quietly that history scarcely hears of them, these little settlements, so far apart, grew and flourished. Two families and six men established a colony on the Great Fresh River (the Connecticut) and built Fort Good Hope; Verhulsten Island in the Delaware was settled, and from these far-flung outposts came reports of peace and prosperity. Their history, in contrast to that of the Puritans, was quiet; but they were successful as colonists—due to their ingenuous, brave, and industrious nature. They had a wide knowledge of horticultural arts, and they were wise and seasoned farmers.

In the making of New York the Walloons happily assisted. They quickly assimilated themselves with the Dutch and afterward with the English. Clever

and kindly, without jealousy, free from intrigue, eager to live and let live, this hardy and thrifty people justly take rank among the best of our "first" Americans.



A WALLOON DESCENDANT

Miss Priscilla de Forest unveiling the Walloon Monument presented to the City of New York by Belgium. She is of the ninth generation of the de Forests



THE NATIONAL MEMORIAL HUGUENOT CHURCH

Dedicated at Huguenot, Staten Island, New York, on May 19, 1924, three hundred years after the landing of the Walloons in America



THE STORY OF CARLISLE INDIAN MILITARY SCHOOL

BY CHIEF BUFFALO CHILD LONG LANCE

(Carlisle, Class '12)

This unique American institution began in 1879 with a student body of Indian prisoners of war, fresh from a series of battles against the United States. It ended in 1917 when the male student body—many of whom were the descendants of the original war prisoners—joined the colors of Uncle Sam and left the buildings empty. It was turned into a war hospital, and since that date Congress has made no appropriation for its resumption.

War was the inception of Carlisle, and war was its end. Even the buildings of the institution were built for war. In the early history of the American colonies, Carlisle had been a frontier military post and Carlisle school was founded by a famous American general who had been trained solely to fight Indians. This was Brigadier General Richard Henry Pratt, who died in San Francisco last March.

In 1875 Lieutenant Pratt, then a gallant young officer of the American cavalry, was detailed by the War Department to take seventy-two Indian prisoners of war from Fort Sill, Indian Territory, to St. Augustine, Florida. At St. Augustine the captive braves were placed in confinement in the old Spanish fort, San Marco, under Lieutenant Pratt.

The warriors had been taken to San Marco in chains, but it was not long before Lieutenant Pratt found it possible to remove their irons and put them to doing useful work within the walls of the old fortress. Then, one day, he conceived the idea of teaching them the alphabet and the English language. With the help of the prisoners he converted one of the compartments in the basement of the fort into a passable school-room, and here, in this dismal enclosure, he began the education of the North American Indian.

Three years later Lieutenant Pratt's prisoners of war were all released and those who desired were returned to their homes in the West. But twenty-two of the younger braves, now imbued with an earnest desire to become really educated, asked to be allowed to remain in the East and continue their learning.

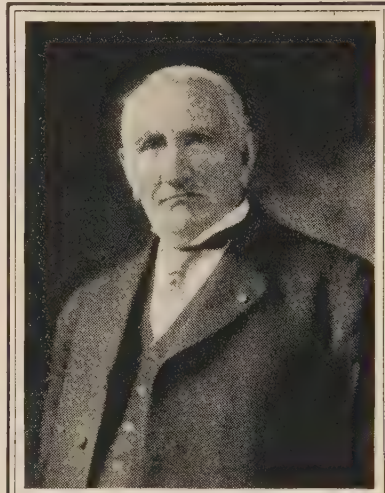
They were turned over to Lieutenant Pratt, who was instructed by the War Department to take them to Hampton Institute and remain there with them, in coöperation with General Armstrong, head of the institute.

But this arrangement did not satisfy the young cavalry officer, who had been convinced by his experience that a special school should be set aside for the Indians of the United States.

Lieutenant Pratt therefore went to Washington and suggested to Mr. Carl Schurz, Secretary of the Interior, that Carlisle Barracks—near Harrisburg, Pennsylvania—then unoccupied, be handed over to him for an Indian school. The secretaries of both the War and Interior departments fell in enthusiastically with Lieutenant Pratt's suggestion, but this was only the beginning of a long battle between these

three worthy men and Congress—which showed little interest in the idea. Lieutenant Pratt was instructed by the above secretaries how to "lobby" for the passage of the bill necessary to transfer the barracks from the War Department to the Department of the Interior. But the bill, after many weeks of fruitless effort, was finally shoved too far down on the calendar to be reached during that session.

Then Secretary McCrary decided to take a chance on a favorable action by Congress. He got General Hancock, who commanded the military district in which Carlisle Barracks was located, to write a statement that the establishment was of no further use to him; and he asked General Sherman to endorse the idea of converting it into an Indian school. General Hancock responded nobly, and General Sherman endorsed the statement with pen and ink: "Approved, providing both Indian boys and girls are educated at said



GENERAL R. H. PRATT
Founder of the Carlisle Indian School

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THE MENTOR

school." With this, the secretary issued the necessary order for the transfer—counting on a favorable decision from Congress, which ultimately came.

The Indian Bureau then instructed Lieutenant Pratt to go to the Sioux agencies in South Dakota and select seventy-two boys and girls, and to bring from the tribes in Indian Territory a quota sufficient to make a total of one hundred and twenty pupils. The former prisoners of war whom Lieutenant Pratt had taken in chains from Indian Territory to Florida were secured from Hampton to assist him in organizing the new school. He sent Making-Medicine, one of the former prisoners, to the Cheyenne and Arapahoe agencies to select and bring back pupils; and Etahleuh, another ex-warrior, to the Kiowa and Comanche agencies. "These two men," said General Pratt, "selected excellent parties of pupils, among whom I was much gratified to find a number of the children of my Florida prisoners of war."

Carlisle opened on November 1, 1879, with one hundred and forty-seven pupils.

During my four years at Carlisle I often saw the photograph of this first group of pupils. They were all feathered, beaded, and heavily painted; but a fine-looking lot of Indians. When I said farewell to Carlisle in 1912 there were one thousand students

there, representing eighty different tribes and languages. Though I have seen many happy faces, I have never seen a more joyful expression than that which the venerable General Pratt used to wear when he paid his annual visit to the school at commencement time. A perpetual smile of kindly satisfaction would play over his rugged, red, clean-shaven features as he made his way about the campus—always serenely alone. Though Indians seldom tip their hats to anyone, I never saw a student pass General Pratt without touching the brim of his cap.

As much as General Pratt may have realized the importance of his early efforts on behalf of the Indian, it is not likely that he grasped the full significance of what he was also doing for the United States of America and the army; for practically every able-bodied Carlisle student answered the national call in 1917, and many of them attained to commissioned rank in the American forces. Carlisle's remarkable athletic records are still known the world over, but its solid intellectual accomplishments will be apparent long after these sport records have been forgotten.

Though I have gone through the classrooms of two higher institutions since leaving Carlisle, I confess that Carlisle will always remain my most cherished Alma Mater.



THE DINING HALL AT CARLISLE
Carlisle students, male and female, marching to mess in the dining hall

Is Your English a Handicap?

This Test Will Tell You

Here is the Test

Check the form you believe correct. Then compare with the correct answers in panel at right.

1. Would You Write—

Between you and I	or	Between you and me
I did it already	or	I have done it already
Who shall I call	or	Whom shall I call
It's just as I said	or	It's just like I said
The river has overflowed its banks	or	The river has overflown its banks
I would like to go	or	I should like to go
I laid down to rest	or	I lay down to rest
Divide it among the three	or	Divide it between the three
The wind blows cold	or	The wind blows coldly
You will find only one	or	You will only find one

2. How Do You Say—

evening	or	even-ning
ascertain	or	as-cer-tain
hospitable	or	hos-pi-ta-ble
abdomen	or	ab-do-men
mayoralty	or	may-or-al-ty
amenable	or	a-me-na-ble
acclimate	or	ac-cli-mate
profound	or	pro-found
beneficiary	or	ben-e-fi-sh-ary
culinary	or	cu-li-nary

3. Do You Spell It—

supersede	or	supersede	or	repetition	or	repetition
receive	or	recieve	or	separate	or	seperate
reprove	or	reprieve	or	acomodate	or	accommo late
donkeys	or	donkies	or	trafficking	or	trafficking
factories	or	factorys	or	acesible	or	accessible



Sherwin Cody

ANSWERS

1.
Between you and me
I have done it already
Whom shall I call
It's just as I said
The river has overflowed
its banks
I should like to go
I lay down to rest
Divide it among the three
The wind blows cold
You will find only one

2.
even-ning
as-cer-tain
hos-pi-ta-ble
ab-do-men
may-or-al-ty
a-me-na-ble
ac-cli-mate
pro-found
ben-e-fi-sh-ary
cu-li-nary

3.
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receive
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donkeys
factories
repetition
separate
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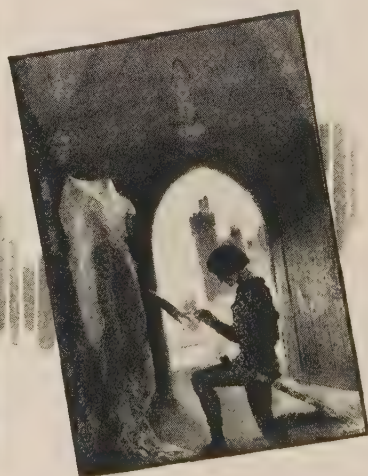
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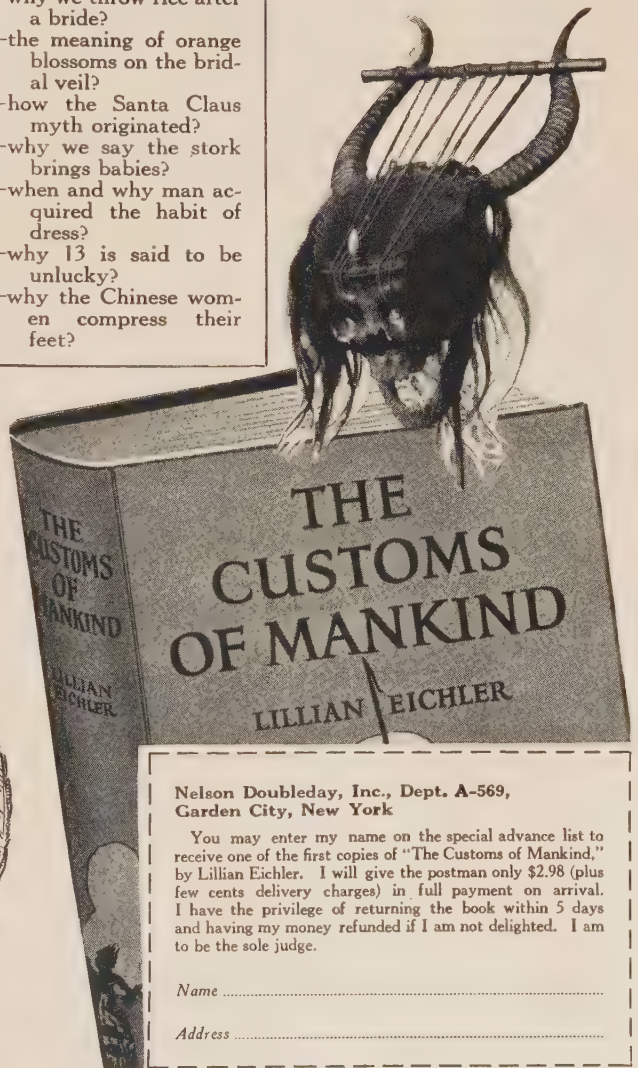
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- the meaning of orange blossoms on the bridal veil?
- how the Santa Claus myth originated?
- why we say the stork brings babies?
- when and why man acquired the habit of dress?
- why 13 is said to be unlucky?
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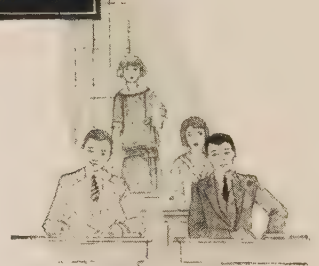
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If you are now working for low pay, if you have gotten yourself into a rut, if you are a subordinate instead of an executive—it is a certain indication that you have let your mind "go slack." Success depends upon brain power. With a mind which is only one-third as efficient as it should be you cannot even hope for success. The thing to do, therefore, is to acquire a new mind. You can do it, just as thousands of others have done it. The way is easy—it is through *Pelmanism*.

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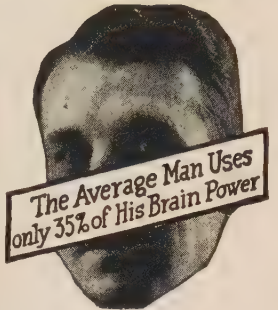
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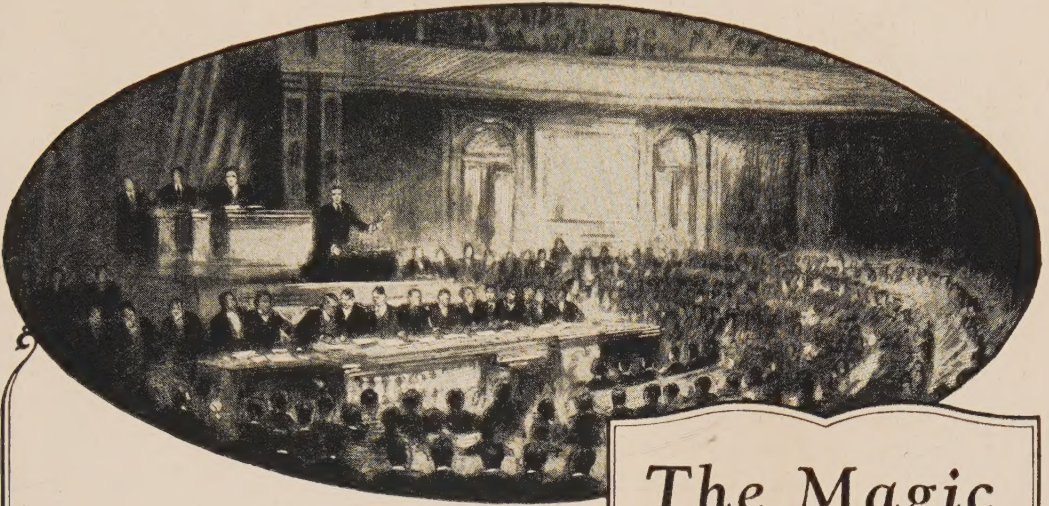
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THE OPEN LETTER



NO MATTER how scarce some things may be in this workaday world there's always plenty of advice. Many a bright writer makes a good living by advising others how to live. If we followed all the advice we get on how to eat, how to sleep, how to work, how to dress, how to read, how to behave—in brief, how to live—we would probably have little time left for making a living. The situation would be like that of the golfer who said, after a bad “foozle” at the first tee: “The Pro’ told me seven things to remember in driving off. I was so busy thinking of the seven things that I missed the ball.”

One of our readers is in a state of mind over a bit of “Syndicated Advice” he found in a newspaper: “Don’t work in a rut. The only difference between a rut and the grave is that the grave is deeper.” He tells me that he has a good job, but that he is worried about himself, fearing that he may be in a rut. Now, how does that bit of advice help him—or any other individual with a good job? It is not a *rut* that buries a man; it’s *routine*. The Standard Dictionary defines “rut” as a “groove, forming a path for anything”—and a groove is a very different thing from a grave. A good engine is made up of parts, many of which are running

smoothly in grooves for which they are specially fitted—and every one of these parts is *essential* to the engine. This is true not only of the mechanical engine, but of the financial, the commercial, and the social engine. A man is well placed and fortunate if he has found the groove in which he fits, and where he works smoothly and efficiently for the successful operation of the whole enterprise with which he is connected.

Have you examined a phonograph record closely? It is a long circular groove, winding round and round the surface of the disk. But the groove is *nicked* all along its route, and it is the *nicks* that make the groove eloquent with speech and song. Without those nicks, the needle would simply scratch its way around—getting nowhere and giving out nothing. There are grooves for all kinds of men—and the man that does something more than simply scratch his way along—the man that keeps steadily *nicking* his groove will make a record that his fellow men will recognize. No man can be buried in a groove if he nicks it with intelligent, determined purpose and endeavor. There will be other and bigger grooves ready for him long before he reaches the grave.

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